

Childhood Education

**Building on This Year's Living
for**

Next Year's Strength

May 1952

JOURNAL OF

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**For Those
Concerned
with Children**

**To Stimulate Thinking
Rather Than
Advocate Fixed Practice**

Next Year—

"The Challenge of Today's Children" will be the over-all theme for the 1952-53 issues of CHILDHOOD EDUCATION.

In considering the challenge each issue of the magazine will have two divisions plus the review section.

The first section will deal with these topics:

September: "Planning For and With Children."

October: "This We Know About Children."

November: "The Challenge of Uncertainty."

December: "Children Differ—So Should Programs."

January: "How Do We Face Problems?"

February: "Who Will Help Me?"

March: "Knowing Our Limitations."

April: "On Being a Friend."

May: "Where Do We Go Now?"

The second section will contain articles dealing with specific areas of the child's life at school and home. Each month will have one topic such as: planning, science, reading, art, oral expression, written expression, arithmetic, health, physical education, and music.

Childhood Education

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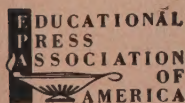
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Courtesy, Falk Elementary School, University of Pittsburgh

The Day Between

THIS IS THE DAY BETWEEN. YESTERDAY THE CHILDREN WERE ALL HERE, thrilled and excited because it was almost vacation time. Tomorrow they will be back to pick up their letters and say their "for-the-summer" good-byes. Everything is ready. The last letter has been reread and put in its place. What's left of the "lost and found" has been put in

the middle of the worktable—three hair ribbons, an empty coin purse, a few marbles and one lone mitten.

The room looks too antiseptically clean and neat—almost as though it had never been lived in. Perhaps if I put a few sketches on the board to help them remember some of the things we have done this year it will seem homelike again. (Anyway I've been wanting to use that colored chalk ever since we first opened the box.)

I'll start with a picture of our first trip. That's the day I discovered that Robbie could behave beautifully—when he saw some sensible reason for doing so. That helped me all year. I kept reminding myself to tell them the *why* back of each of my suggestions.

That doesn't look much like Brown Betty—maybe I'd best put an apple here beside it so that they will know. The day we cooked was the first day Erna smiled. Even though she couldn't understand a thing we said she knew how to peel and slice apples. Everyone in the group is proud of the way she has learned to speak English—and everyone has had a hand in the teaching.

If I sketch a stage and a few figures they will remember the assembly we gave. I'll never forget how Mary Lou called me the evening before the final production and told *me* not to worry—everything was ready. I couldn't help but smile, and then to show how utterly carefree I felt I went to a movie—and remembered to tell her in the morning.

I should put in a sketch of the "Bits and Pieces" jar. They were wonderful when I explained that we were short on money for supplies and that we must be careful of everything we had. A jar held all the odds and ends of crayons. How we laughed when Mike displayed something too small to be held between thumb and finger and solemnly asked if we shouldn't start a new place for "mite-sized" crayons.

I wonder if the children remember Roy? He was here such a few weeks. There was hardly time to discover which of his many needs seemed paramount. Thank goodness he loved the out-of-doors—as anyone could tell by a look at the contents of his pockets. Science helped him find his place with us. Many times I could say, "Go ask Roy what it is. I'm not sure." I hated to see him go. Too much was left undone. But we did send him on his way with more confidence in himself.

THERE IS NO TIME TO MAKE ANOTHER AND ANYWAY EACH WILL WANT to add his own pictures as he thinks back over a year of living and learning, and so at the top of the next board I'll put—"What do you remember?"—MARY HARBAGE, *director of elementary education, Public Schools, Akron, Ohio.*

Satisfactions

That Keep a Teacher on the Job

Every one working with children has innumerable satisfactions. Isabel Connor, assistant supervisor of art education, Long Beach, California, tells of satisfactions that can be achieved by working to eliminate personal and professional problems that hinder teaching.

THE DRUGSTORE HAD A TYPICAL COUNTY fair atmosphere with specialties pyramided in the aisles, sale items stacked on glass cases, a boy trying to sweep between the feet of soda drinkers, and one old lady near the prescription counter.

On the last two stools at the fountain sat a couple of lovely young things with their cokes. On one lap was a school register topped by report cards held together by a thick rubber band.

"But why?" asked one of the other.

"Why? Well, it was a great satisfaction for one thing."

Her tone of voice indicated her doubts but it was too late to do anything but reassure herself as she gathered up a roll of papers in manuscript writing.

"I'd be scared," said her companion. "I'd be scared but I wish I had your nerve. I think you were right."

"Well, it was a satisfaction!"

Long after they had left and I was on my way I kept hearing her last words.

My first reaction was to wonder who her principal was, and whether they had had a tangle. Then I was ashamed at grabbing at the favorite whipping boy.

Then I found myself wondering about teaching problems—personal as well as professional. How can one tell whether he is being a pushover, whether he is just not able to take suggestions, whether

he is seemingly impudent in trying to get his ideas across to the other fellow, or whether he is in the wrong niche and should change jobs.

And so I started through a teacher's day to discover what can happen to give a teacher satisfactions. There are only twenty-four hours to bring them out. All possibilities are expended by that time.

Now, for instance, getting up in the morning—or backing up a few minutes to waking up. But how you wake up depends upon how you slept—so we should back up again. Right away we see that we cannot back up forever, even though each incident depends upon the previous condition or experience. So let's just say that there was the satisfaction of a good night's sleep and waking up without an alarm clock.

We need time for a good breakfast, time to do the dishes, to do last minute grooming, and get the day's work laid out and organized.

Good transportation is the next satisfaction that comes to mind. It is important that we share the ride (no free rides), live within easy walking distance to the bus, or have a car with a good battery and waterproof ignition. This all sounds superficial but starting the day right may carry a person through a disappointing view of the bulletin board.

A Bulletin Board That Informs

It is a great satisfaction to find only important notices on the bulletin board, condensed into minimum wording. Principals who are certain that there are no long wordy announcements with a bit

f important information hidden in the text to the last paragraph are making an important contribution to a teacher's morale. It is a real satisfaction to find the bulletin board with obsolescent notices pushed over to one side and stripped of all obsolete notices. The administrator who underlines the kernel of information in a notice has helped the staff get off to a good start.

Minimizing Unhappy Situations

It is a satisfaction if some co-worker minimizes the unhappy situations which come up every day, such as announcement of unwelcome meetings or critical attitudes and unexpected problems, instead of habitually magnifying the situations into crises.

It is a great satisfaction to be able to get into a well-heated room early enough to finish board work, lay out materials and collect one's thoughts without the interference of unscheduled meetings which keep one until the children are ganged up against a locked door entertaining themselves with a pushing game.

The first work of the day is a great satisfaction if all concerned are well-informed in advance so that a routine such as an informal group meeting, a return to yesterday's unfinished work, health inspection, or opening exercises can automatically encourage a relaxed introduction with shared responsibilities.

Approval from Others

To have the satisfaction of knowing that plans are approved by the principal and supervisor is priceless. The principal and supervisor are welcome at any minute if there has been mutual understanding and planning with the teacher in the past. The best administrators seem to have developed a fine balance between too much and too little help.

What a satisfaction it is to work with an administration who knows how to plumb the depths and decide upon how much help to give, what kind to give, when to give it, and when to refrain from giving any. One who is sensitive to small signs of understanding, acceptance, or rejection avoids overbalancing misunderstandings and forming great points of issue.

What a satisfaction it is to work with an administrator who can say "yes" or "no" to a single question without grasping at the opportunity to give an education lecture, or saying "yes it's fine but"—then proceed to methodically tear it down bit by bit. One who can say "I do not know but we can find out," or one who can see promise of growth long before there is growth is a priceless jewel.

Another satisfaction is to have an administrator observe you at your best, and often enough to keep the underlying plans in a continuous pattern. That administrator is welcome in a classroom at any time.

But as great a satisfaction as having a congenial and skilled administrator is that of knowing that you are able to work with many types of administrators. Having that kind of satisfaction is in the same category as that of being able to work with various types of children or those coming from various types of homes, neighborhoods, economies, or nationalities.

As desirable as being able to work under different conditions is the satisfaction of being able to ask for a transfer in order to vary the conditions—and to do it honestly without embarrassment and with full confidence that your conference or letter will be kept confidential.

Children Gaining Independence

Now it seems to me that I left the children some time back having their intro-

ductory period the first thing in the morning. Wouldn't it be a satisfaction to find them still taking care of themselves—hard at work—with those of shorter interest span moving on to a quiet time activity or another assignment?

It really is a great satisfaction to know you have developed independent thinking, or better judgment, or the ability to finish one job and find another. Lengthening the interest span of a child is a satisfaction, even if it has to be proved by watching the clock. A few minutes added now and then adds up to a quality or ability which may influence the rest of a lifetime. There is satisfaction in knowing that the preparation of a lesson is usually the key toward lengthening the interest span.

Next there is the satisfaction of knowing the children individually, of having access to cumulative or permanent records, and having time to study them. The satisfaction of having contact with parents either at home or school, the help and advice of a counselor and his testing program data, and the availability of specialists such as examining doctors and psychologists are all important.

There is satisfaction in seeing that such advice is carried out for the benefit of the child. There is joy in seeing his shortcomings overcome and his gifts strengthened at his own speed and at his own level of ability. To see the child accepted at home and school and his maximum abilities recognized is most gratifying.

The satisfaction of successfully dividing a class into groups for various subjects with suitable working material for

each in order that individual growth can proceed at maximum speed is hard to overrate.

Evaluation on a Broad Basis

Teachers need the satisfaction of knowing that administrators are evaluating them on a broader basis than the record of their pupils on standard tests. In addition to the satisfaction the teacher feels when her class shows measurable growth on tests, teachers should feel that all the actions taken to help children in ways that will not be measured are being recognized by their administrators.

The satisfaction of being accepted by others and being an important part of the community regardless of religious, racial, or political differences is a priceless possession.

Don't forget the satisfaction of a single salary scale. Here I should note that a paragraph on tenure, retirement, and credit unions has been deleted by my secretary with the explanation that every young girl who begins teaching *knows* that she will be married and quit in a year or two! In looking around I find that they do marry and that only after deciding to stay do they ask questions about tenure. Nothing at all is asked about retirement until after they have stayed—and stayed.

The satisfaction of knowing that you have accomplished something that can be built upon tomorrow is the best satisfaction upon which to end the school day. In fact, I truly believe that it is that sort of satisfaction that brings us back to so many tomorrows.

THE INTELLIGENT PERSON IS ONE WHO HAS LEARNED HOW TO choose wisely and therefore has a sense of values, a purpose in life and a sense of direction.—J. MARTIN KLOTSCH.

We Must Make Choices

As teachers we may feel that we carry the weight of the world on our shoulders—and indeed we do, the fate of the world and children are one. But when that weight is about to get us down, how about exercising some of the practices suggested by Ruth Cunningham, associate professor of education, Teachers College, Columbia University, New York? Buoyancy and a feeling of accomplishment will be your reward.

MAKING CHOICES IS A WORRISOME BUSINESS. As teachers we should know—we spend a big part of our lives making choices.

“What shall I do about Alvin’s teasing the smaller children? How can I find something that will interest Marie? What can I do to help Susan become a part of the group? The day isn’t long enough to do all the things I’m supposed to do. They say I should do more with music and rhythms, I should provide more reading experience, more dramatics; I should get better acquainted with parents, be a more active member of community life; do more in professional organizations . . .”

By this time any teacher is slightly hysterical, and a hysterical teacher is not a good teacher. So let’s calm down and see if there are any guiding ideas to help us think through this matter of choices.

Guide 1

We don’t have to make choices about EVERYTHING. Sometimes in our busy moments it may seem to us as though we must make decisions and choices about *every little thing*, and that all these little things add up to a big blooming mass of confusion. Wait a minute. Aren’t there many areas in which we can operate in terms of “given” values—the values we all accept? For example, we may agree that we want children to learn to read,

write, and deal with number concepts; we want them to become good citizens; we want them to be healthy, both physically and mentally; we want them to learn to take responsibility and to have respect for others and for themselves. We could go on and on.

Granted, enumerating these values doesn’t tell us how they are to be achieved. But maybe it helps to stop and recognize that there is a large, solid core of values which we as teachers hold in common with each other, with parents, with the community, with our society. These common values furnish us with the measuring stick for evaluating the many choices we must make.

Guide 2

I am not alone. As a teacher it’s easy to come to school and as we close the door to feel alone with the group of children. We assume that each choice and decision must be individually our own. It isn’t long before we begin to feel like a slightly wobbly, and not so muscular Hercules trying desperately to hold up the world alone.

This isn’t necessary, you know. It sometimes helps if we recognize that other people have problems, too, and that people *can help each other* solve their common problems.

—*the teacher across the hall*

Why not start by talking over problems

with the teacher across the hall. This sounds simple and many teachers find it easy. But some people seem to feel that admitting that one has problems is a sign of weakness. Let's get this straight—*everybody has problems*. The weak and ineffectual people of the world are those who aren't willing to admit that they have problems. Sometimes just talking about a difficult choice will help us see what decision to make.

—*the school faculty*

It isn't always possible to bring our problems about the choices to be made to a faculty meeting, but maybe it's more possible than most of us realize. Did you ever stop to think that the greatest flattery is to ask for advice? How about flattering the faculty by asking for an opinion? You may be surprised by the many good ideas your colleagues have about how to make choices.

—*the specialists*

Increasingly available to us as teachers is the help of specialists in various areas—in instruction, in child guidance, in special fields of subject matter. The specialist may have many titles such as supervisor, school psychologist, or curriculum coordinator. In most situations these people really want to help you. Don't let status factors get in the way ("I'm only a teacher, and you are a specialist so I wouldn't dare let you know my difficulties.") We miss out on a lot of help when we fail to talk frankly with people who might help us.

—*the case conference*

Most of us, sooner or later, find ourselves in a situation where another teacher says something like this: "So *you* have Sam T. this year. You poor dear! He's hopeless." It happens over lunch, in the rest room, or at a teachers' card party. You may react by feeling sorry for yourself. You may react by fighting back and standing up for poor Sam.

Neither of these approaches will get you very far. They don't help you to make choices about how to help Sam. What *can* help is to use these occasions to get to know more about Sam—what his behavior has been; what other teachers have tried; what experiences he has had that will help you understand him.

Sometimes it's possible to be more organized in getting this information. All the teachers who have known Sam may get together and try to report objectively what they know. This group of teachers may be joined by a minister, the family physician, a social worker, Sam's Cub Scout leader, and others who know him.

This type of sharing of information and ideas can be very useful if it is kept on an *objective, informational* level and not allowed to become evaluative. Don't let anyone say "He's hopeless." Ask, "What has he done that makes you think so?" and, "What suggestions have you for how we might work with him?"

It is usually helpful to have administrative help for a formal case conference. Talk it over with your principal. If this isn't feasible, it's still possible for you to make a "case conference," of a sort, out of the usual teacher exchange in the rest room or during the lunch hour. It's worth a try.

—*the curriculum committees*

Many of us have an opportunity to work with other teachers as members of committees. Why not use these occasions as opportunities to get help on choices we find pressing? Chances are that if the choices are difficult for *you*, they are difficult for others, too. You may be doing a service to many teachers by raising the issue.

Guide 3

There are some things we KNOW. As we approach this matter of difficult

choices, maybe it would be well to point out that others have faced similar problems and have reported their experiences. Sometimes the report is quite informal, such as the accounts of practices we find in educational journals every month.

Sometimes the report is in the language of formal research. These formal research reports are often hard for us, as teachers, to come by. But an eagle eye to the review sections in journals can be of help.

Guide 4

Things we can find out. Too often when faced with difficult choices, we look to an *authority* to give us the *answer*. Perhaps even more important than things other people have found out for other children in other circumstances, are the *things we can find out for ourselves, for OUR children.*

For many of us research is a word bristling with statistics, control groups, and adequate sampling. Did you ever stop to think that you can do research for *your* group that can be more valid for *your* group than the findings of people who work with samples and controls?

This is the way it works. "Research" is just another way of saying, "How can I solve a problem or make a choice?"

—identify the problem

The first step is to be able to put the problem into words. This isn't as easy as it sounds, for often we're pretty vague about what the *real* problem is.

Here is an actual problem faced by a group of teachers. At first members of the teacher group said it was a matter of children from broken homes.

When asked *why* this was a problem they took a next step and began to recognize the elements.

"These children have no sense of responsibility," they said. The teachers

began exploring this problem looking for reasons that might tell the "why's."

—develop hunches

Possible why's and hunches are termed *hypotheses* by researchers. By whatever name, the hunch grows out of a study of the situation.

As the teachers began to look at the situation, they began to see some interesting things. They made a list of the opportunities for taking responsibility offered to children by the school. They made another list of the pupils considered to be responsible and those felt to be irresponsible, and compared the "responsible" list with the "opportunities" list developed earlier. You've guessed it, "To him who hath shall be given." The children considered responsible were being given all the chances for taking responsibility, and the little fellows who were considered irresponsible weren't being given any chance to learn by experience.

The hunch is clear, isn't it? The hypothesis was that if teachers would give more children more opportunities to take responsibility, then there would be more behavior which could be termed *responsible*.

—test the hunch

Instead of operating on the basis of "to him who hath," they started to apply "pupils learn by doing." Instead of giving responsibility only to the most responsible, they made a point of giving experience in practicing responsibility to those they felt were irresponsible. After a period of time they took stock, and all agreed that those they had said were the least responsible children were showing improvement; they were learning.

—evaluation

Their way of making choices was modified by what these teachers had learned through their study. Their ex-

perience had demonstrated to them that the wise way to operate was:

1. Identify the problem.
2. Develop hunches.
3. Study the current situation.
4. Test the hunch.

—*it's up to us*

Maybe, more than we know, it's up to us as teachers to carry out research in our classrooms. We need to know what has been done, to be sure, but to find the answer for *our* groups in *our* situation we all need to be researchers. As we make choices, as all of us do, let's give less weight to worry and more to objective ways of finding answers to our problems.

Guide 5

Nobody is right ALL of the time. One of the first lessons we must learn, if we as teachers become researchers, is that nobody is always right in all his hunches. The researcher needs to test his hunch, but he should be ready to accept it if his hunch is incorrect. This is a lesson each researcher must accept.

Every teacher who takes a research attitude should know that he will be wrong part of the time.

Administrators who encourage research must recognize the "right to be wrong," if there is to be learning and growth.

Those of us who feel a deep responsibility for boys and girls, may sometimes feel that we have committed an

irreparable crime when we have made one mistake in one circumstance.

Maybe some teachers *do* commit mistakes so often and with so many children that they are criminal offenders, but no *single* act by a teacher will ruin a child. If it were true that it could, then most of our pupils would be in jail or in mental hospitals. (Perhaps most of us would have been termed delinquents long ago.)

Guide 6

How we FEEL is important. We want to make good choices, of course, but maybe more important than any specific choice of action is to let boys and girls know that we like and respect them. Children can live unharmed through many mistakes in judgment, if they are in an atmosphere which is accepting and warm. Conversely, we may make a dozen intelligent choices about experiences for children, and yet destroy the opportunity to grow and learn if we provide a cold, hostile climate.

Perhaps the significance of accepting children is particularly important to remember when, in retrospect, we decide we may not have made a wise choice. Feeling guilty isn't going to help the situation, and may actually do harm, to us and, through us, to children.

Let's say to ourselves, "I let the children know I like and respect them, even if one specific choice was incorrect. *This is the most important choice of all.*"

I WANT
to love you, child,
for what you are to me
in spite of things you do because
you're you.

—HARRY O. EISENBERG

Good Practices in Bad Situations

A rapidly increasing population puts a real strain on the public school system as many communities will agree. But what can be done about overcrowding, lack of teaching personnel, maintaining a program of growth for the staff? Mary Lowden, coordinator of elementary instruction, Richmond, California, explains the program that a community worked out when their school population increased by 600 percent in a few years.

CRITICAL PROBLEMS IN EDUCATION CAN be frustrating when teachers and administrators realize the schools' scholastic standing is being threatened. These problems may at the same time be stimulating when educators accept the challenge it presents and prepare to do something about it.

Our situation in Richmond was so bad that we had to come up with some good practices or go under. We engineered a new primary program, yearly promotions, internship in teacher education, reorganized committee procedures; and decentralized supervision through the addition of instructional assistants.

Richmond has been beset with a phenomenal growth in city as well as school population. A city population of 25,000 in 1940 increased to 125,000 in 1945 and then dropped to 99,218 in 1950. During this period the elementary school population increased from 3,103 to approximately 18,953—an increase of nearly 600 percent. This influx started with the advent of the Kaiser shipyards during World War II. In 1940, there were 90 classrooms to house 3,103 children. In 1942 we had 90 classrooms but there were 4,233 children to house. This was the beginning of our double-shift sessions. The turnover in teachers was high. Some pupil-guidance folders showed grades had been recorded by two

and sometimes three different teachers during one semester.

Ten-Year Building Program

The superintendent appointed a Planning Committee composed of teachers, administrators, and interested parents to discuss the pressing problems—housing, supplies, and teaching personnel. Publicity was given the general public through newspaper releases, public meetings, and individual conferences. School administrators kept their faculties informed so that they could give parents correct information.

The committee decided school buildings must be built as soon as possible. Until classrooms could be provided vacant buildings in close proximity to school centers should be utilized. In February 1948, Richmond voters went to the polls and voted a \$7,500,000 local bond issue for school buildings, bonding themselves to the legal limit. By the fall of 1949, full-time schooling was provided for all Richmond students in the intermediate grades. This was the first time many of these students had been able to attend school all day.

The bond and tax election did not solve the housing problem as 130 classes in the primary grades remained on double session. The superintendent and his committee then decided to apply to

the Federal Government for aid through Public Law 815. It was necessary to accompany the application with a survey to establish number of federally connected students. The survey covered the following categories:

1. Those who live in federal housing and whose parents work for the federal government.
2. Those who live in federal housing but whose parents work in private industry.
3. Those whose parents work for the government but live in private housing.

This survey revealed that 55.46 per cent of all elementary school children were "federally connected." Richmond qualified for funds granted according to a formula used by the Federal Security Agency. It is hoped sufficient funds will be granted to construct ten new elementary schools and to make additions to three existing schools. Two of these ten schools are now under construction. It is estimated that these ten schools will give the elementary school district an additional 139 classrooms.

Our recent surveys show an estimate of approximately 9,678 children of preschool age are now living in Richmond. Approximately 2,000 of these will be entering our schools September 1952. Our housing problem is still with us.

Preservice and Inservice Program

Richmond was confronted with many teacher-personnel problems. Where were we to find successful teachers? How could we retain them? How could we help them?

Teacher-training institutions of the Bay Area patterned new ways to provide teachers for California schools. The division of education of San Francisco State College and the school superintendent of

Richmond developed plans for an intern program which is being observed with interest by educators of the state.

The intern program. The college students considered for placement in the schools under the plan had high scholastic standing and were carefully selected by college and district personnel. Some had their majors in the field of elementary education, others in secondary education. All of them had eight units in elementary curriculum before they were given their teaching assignment. They were placed on the beginning teacher's salary. After placement, the interns were required to attend a college seminar in Richmond planned to acquaint them with the educational practices of the Richmond schools. A college instructor not only teaches this seminar but is responsible for class supervision of their programs. The instructor works closely with the director of instruction and the curriculum coordinator and is well acquainted with Richmond's curriculum practices.

Allowing these interns to teach in a classroom for a specified time, and at the same time receive planned and supervised teaching, increases their understandings of how to prepare for effective teacher-learning situations. The intern program is in its initial state as it has been operating for two years only. A more comprehensive evaluation can be given in another three years.

The cadet-teacher program provides many excellent teachers. The directors of student training of the colleges and the director of elementary education plan carefully in the screening of cadet candidates and in the selection of supervising teachers. These undergraduates are given teaching experience in both primary and intermediate grades.

The college schedules seminars for the supervising teacher free of charge.

through these workshops, the supervising teacher becomes acquainted with the newer trends in education and also has a greater understanding of the contributions the cadet teacher can make toward the ongoing classroom program. The supervising teacher with the college instructor arranges ways and means to help the cadet teacher overcome certain professional weaknesses or improve known strengths. Successful cadet teachers are given contracts after graduation.

Current practices for inservice education. These include—teacher visitations with instructional assistants, extension classes, membership in association meetings such as the ACE, section meetings of institute programs, and writing and revising curriculum guides.

Teacher guides are written and revised by standing curriculum committees. These committees are composed of one representative from each school. The teacher can serve on one committee and that one is of his choosing. He may resign at any time if necessary. The school representative reports committee actions at a school faculty meeting and asks the teachers for comments on committee recommendations. Teachers' suggestions for changes, deletions, or additions are then reported back to the chairman of the committee. The number of scheduled committee meetings for the year depends on the study being undertaken. The field study and calendar for the year are set at a September meeting scheduled for committee chairmen by the curriculum coordinator. One day a week is for curriculum meetings.

Some committees have an instructional assistant as chairman. This plan gives the assistant a planning group for curriculum studies he might be making for the school department and also keeps him in touch with committee activities and recommendations. The teachers ap-

prove the plan as they feel they have had a voice in planning their program. They evaluate their guides critically and make revisions when needed to clarify established concepts or introduce new ones. This promotes professional growth of both teachers and instructional assistants.

The curriculum pattern of the elementary schools is designed to increase the emphasis on understanding the child. This approach decreases the emphasis on subject matter as such. With an increased emphasis on teaching children, there is developing among Richmond elementary school teachers a clearer conception of educational goals. In this way an instructional program can become a positive living force.

Decentralization of Services

Planning to keep an ongoing program moving is important. Newly employed teachers need help today, not tomorrow. They need advice on availability and distribution of supplies. They need to discuss room programs with someone close.

After centralized services for teachers were studied and analyzed, recommendations for several changes to the elementary school organization and its educational program were made and put into effect. A director of elementary education to head the administrative work of the elementary schools was appointed. In like manner an elementary curriculum coordinator to lead and direct curriculum studies was added to the staff. Services provided by the department of instructional materials were expanded. Additional emphasis was placed on child welfare and guidance activities, and health services.

Decentralization of supervisory services for teachers became effective. Schools having twenty teachers or more were assigned an instructional assistant; one assistant for every twenty teachers.

This individual gives full time to matters directly related to the instructional program, including the curriculum of the school, the supervision of instruction, the procurement and distribution of instructional materials, teacher conferences, induction programs for new teachers, and instructional problems in general. The assignment of responsibility for instructional areas to a well-qualified person who is relieved of other duties to permit full time leadership to that phase of the program has been a vital factor in boosting teacher morale.

The expanded supervisory personnel has given the principal sufficient release from fixed responsibilities to permit him to give to the school an over-all direction not heretofore possible. It permits time for conferences with parents and teachers. It allows time for greater participation in community affairs. It gives opportunity for an evaluation of the school program in the light of a more valid perspective and assists in establishing the principal as a leader in the school and community.

Flexibility to Meet Pupil Needs

One building principal evaluated her school program after discovering many children were failing in the primary grades. California had lowered by three months the entrance age of kindergarten and first graders. The school program did not fit the needs of the younger child. After careful study, the principal and her teachers decided to introduce the *continuous growth* program in the primary grades. Plans for introducing this program were carefully developed. A year's study with teachers and parents preceded its introduction. Teachers and administrators made studies concerning its advantages and disadvantages. A series of PTA and Dad's Club meetings were held to inform parents of this pro-

posed project and to ask their consideration of it. Newspaper articles were released to inform those unable to attend scheduled meetings. Though care was taken to inform the parents, many objected to the plan after its introduction. This caused teachers to fear public acceptance of the program. After a year had lapsed and parents observed pupil benefits they not only accepted but commended it.

Pupil progress is evaluated by pupil attitude and behavior check lists, ability and achievement scores, academic growth, and parent-teacher conferences. The services of the Health Department and guidance clinic are at the disposal of the teacher needing additional help in diagnosing pupil needs.

Instead of report cards, parent-teacher conferences are held so that both may be better informed on pupil progress and needs. Individual conferences are scheduled at the convenience of the parent or by invitation of the teacher to enlighten both parent and teacher. Group conferences held with parents of new pupils acquaint them with the plan.

Grade placements as such are disregarded. Children are regarded as working in the first year, second year, or third year of the *continuous growth* program. Each child is allowed to progress at his own rate of learning. His progress is not retarded because he has not completed the grade requirements as set in a formal program. Children who transfer to a school where the *continuous growth* program is not in operation are given a grade placement equivalent to their needs and abilities.

This program is difficult to administer because teachers find it hard to appraise the all around development of children. There is a tendency to place too much emphasis on academic progress. But benefits the child as he never fails to



Courtesy, Paul Armstrong, Highland Park, Mich.

The child attends school so as to work, share, and cooperate with others in improving his school.

competition is not strong. Emphasis is placed on the fact that he attends school so as to work, share, and cooperate with others in improving his school record. Because of the success of this program three other schools are developing plans to introduce it during the fall semester.

Another building principal concerned over pupil failure in the reading processes made studies to determine how he could meet the needs of these pupils. The *staggered reading* program was selected. This newly introduced plan has run its experimental stage successfully. A three year study has proved its value to children in classrooms where there is an enrollment of thirty-five or more. One hindrance to this organizational plan is the bus schedule. Another is the placement of all children from one family at one time on the daily program.

It does permit the teacher to have fewer students present for the teaching of the 3 R's. However, the total group

is present for the social studies, music, art, and physical education periods. Four additional schools have introduced this program with seeming success.

These Worked for Us

A few good practices in our bad situation are:

- Long-time planning for public support of the building and academic program.
- College assistance through a system of internship and by developing practical courses to meet definite classroom needs.
- Decentralization of supervision by means of instructional assistants and a new plan of committee organization.
- Flexibility of school programing to meet pupil needs.

The greatest credit for our survival goes to the many educators who met the crisis with unswerving loyalty and untiring effort.

When People Move and Families Are Separated

The mobility of our population is not just a cold statistic to be dealt with; it needs to be thought of in terms of children whose lives are affected. Myrtle M. Townsend, a helping teacher, New Jersey State Department of Education, and a member of faculty and elementary workshop staff, Rutgers University, reports how schools have met problems.

"DO YOU HAVE A PICTURE OF THE house where you lived?" "Where is Greendale, Arizona?" "How long did it take you to come?" "What did you see from the bus?" "Were the schools like ours?" "Didn't you ever have snow?"

Orienting A New Pupil

Richard, a newly registered pupil in the fifth grade at Roselawn School, had a warm feeling that he "belonged" as he tried to answer these and other questions raised by his classmates. Just two days before, he had reached his new home in New Jersey and had gone reluctantly to school expecting to miss his old friends and detest his new ones.

During the first morning while taking a tour of the school with two fifth graders who had volunteered to introduce him to the class and make him feel at home, Richard noticed a large world map in the hall with the caption, "People and Places in Our School News." Around the margin of the map were seven or eight pictures, one that Janet in grade seven had taken of Miss Jayawardena, a teacher trainee from Ceylon, who had visited the group; a post card from John G. of the fourth grade who had gone to

Warm Springs, Georgia, for polio treatment; pictures of twins in Germany who had received the second grade's Junior Red Cross gift box, and so on. Pieces of red yarn connected each picture with the name of the place represented, and a chart below the map gave further explanation. For example:

April 17—Miss Jayawardena of Ceylon visited the seventh grade. She spoke and wrote for us in the Sinhalese language, showed us how to wear a sarong and gave us some stamps and new papers from Ceylon.

Miss Erickson, the principal at Roselawn School, and her teachers had learned that geography becomes real when you know people from places that are otherwise only spots on the map. For this reason, the school's map in the hall was cleared each month and started again as new people and places became prominent in the school news. Miss Erickson also believed that "The very best way to help someone who's new is to think of a way that he can help you." Consequently, Richard was soon locating Greendale on the map and pasting his picture in the margin. The fifth grade added to the chart:

April 24—Richard entered the fifth grade today. It took him four days to come from Greendale, Arizona, by bus. On the map he traced the route his bus took.

As he became better acquainted with the school, Richard noticed other things

that were done to make new pupils feel at home. A committee of three boys and girls from each church was ready to introduce newcomers to their Sunday Schools. A "Welcome Wagon" planned by the sixth grade provided each new pupil with a picture of the school taken by one of the boys, a copy of the school song the upper grades had written, the latest issue of the school newspaper, a mimeographed school directory with the names and addresses of all the teachers and pupils, a guest lunch ticket for the first day, and a list of "Places You'll Want to See in Roselawn" compiled by sixth grade. One of the items on the list read:

The Roselawn Library—at 5th and Green Streets. Miss Margaret Carey, children's librarian.

All of these were arranged in an attractive folder designed in art class.

The principal gave Richard's mother a book simply written for parents entitled, *Living and Learning in The Roselawn School*. The book contained a page devoted to the work of each grade with pictures of children at work in various phases of the school's program. Richard's mother was also asked to choose a time for a fifteen minute conference with his new teacher in order that cooperative ways of working might begin at once, and was given an invitation to join the fifth-grade parent study group which meets once a month in the evening in the fifth-grade room.

Helping a Migrant Pupil Build Skills

Billy, age eleven, had been in four schools since September and arrived with his migrant parents and seven brothers and sisters in the potato raising area of New Jersey the day after the Fourth of July. It wasn't long, however, before Billy and the others found themselves happily attending the migrant school at

Freehold, New Jersey, held each summer as a joint project of the State Department of Labor and the State Department of Education.

School began with breakfast in the morning and Billy's group had charge of ordering the milk, two half-pint bottles a day for each child, and keeping the accounts straight; checking the supply of paper towels and napkins and reordering them when necessary; and planning the number of cans of fruit and fruit juices and the boxes of cereal needed to supply the menu planned by the girls and the dietitian. Billy never realized before that arithmetic was so important. One day at the grocery store he found that a 1 qt. 14 oz. (46 oz.) can of pineapple juice cost 45¢, a 1 pt. 2 oz. (18 oz.) can cost 18¢, and a 12 oz. can cost 13¢. Which size was cheaper to buy? Billy figured it out this way:

"In the middle-size can, one ounce costs one cent, in the large can you get an ounce that you don't pay for, and in the little can you pay for an ounce that you don't get." After many real experiences, no one worried about Billy's weakness in arithmetic.

But then—there was the reading problem! Billy never had liked to read nor found it necessary for his happy-go-lucky way of living. At Freehold, however, reading, too, became alive and interesting. Billy's group read simplified directions for new games to play, practiced the words needed to read the school newspaper, kept records of eggs put in the incubator to hatch, wrote sentences to read as 2" x 2" slides of the school's activities were shown, and practiced stories from very easy library books to read to the younger children during story hour.

As part of the language program, Billy learned to use a telephone and find numbers in the telephone directory, to write letters for materials needed in

science, to introduce parents and teachers at the closing program, to make up conversation for the puppets, to list questions to ask on the class visit to the airport, to write simple news items for the school newspaper, and to discuss all kinds of important problems, such as, "Why weren't the pictures we took good?"

Billy liked art and during the six-week period enjoyed experimenting with finger paint, clay, block printing, weaving, tempera paint at the easel.

In social studies and science, he learned some of the skills he needed most—skill in asking questions, in finding answers in many different ways, in working with other people who didn't always agree with him, in observing carefully and in sharing ideas through discussions. He and the other children asked questions about the shells they found at the seashore, about the hamsters one boy was raising, and about the weather balloon at the airport. They found answers by talking to the hostess at the airport, by experimenting with a magnifying glass, by seeing a movie about seashore animals. They worked with other people who didn't always agree on the newspaper staff, on the baseball team, and in their arithmetic group. They observed carefully such things as the instruments in the tower at the airport, how the compass worked, and what magnets would pick up. They had to share popular library books, turns to work at the easel, and chances to be captain of the team.

In many of these activities where the building of needed skills was involved, the teachers found that Billy and others in his group needed the same three steps in learning that the girls used in learning to knit:

1. "Show me!" (explaining and discussing)

2. "Let me try it!" (practicing)

3. "Is this right?" (evaluating)

Sometimes, these steps were repeated over and over again until the skill was learned. The steps in learning might be expressed in a little different way:

1. Experiencing—(enjoying the airport trip and deciding to write a thank you letter.)

2. Producing—(writing a thank you letter to the guide at the airport.)

3. Analyzing—(finding mistakes in your letter which need correcting.)

4. Practicing—(drilling on weaknesses so that you will not make the same mistakes in the next letter you write.)

If the practicing comes before the producing, purpose is lacking and the drill is meaningless. If the producing is not followed by analyzing and practicing, mistakes may persist and no improvement is made.

Building a Feeling of Security When Separated from Families

Mary and Gail arrived at the Cumberland School early one October morning with a note from their grandmother that due to their mother's recent death the girls would now be a part of her household. Mr. Clegan, the girls' father was still at home, some ninety miles away, continuing with his work but unable to care for the two girls, ages nine and thirteen. When the girls had temper tantrums in the lunchroom, tried to bully the little children, and resented the suggestions of the teachers, the principal and teachers met together one day to discuss how these girls, typical of many children separated from their families, could be made to feel secure. Let us listen in on the teachers' discussion.

Miss Marshall of the third grade, Mary's teacher, spoke of a book she had read and outlined a few notes she had

taken. The book was entitled, *New Ways in Discipline* by Dorothy Baruch (New York: McGraw-Hill, 1949).

"When a child acts naughty, he also feels naughty."

"Emotional hunger lies at the root of disciplinary problems. An insecure child needs certain kinds of nourishment to satisfy his emotional needs."

"Hurt, fear, and anger are signs of emotional hunger."

"Children often play out their feelings through their muscles."

"When enough of the negative feelings have drained off, positive feelings come in."

Miss Lukens of the first grade mentioned a film she had seen at a child study workshop. It was called, "Preface to A Life," and emphasized how a father (or it could be a teacher) who expects too much of a child, or a mother (or it could be a grandmother) who is over-protective, can make a child emotionally unstable and unhappy.

Mrs. Clement discussed some of the experiments she was trying with Gail in the sixth grade. Gail was becoming acquainted with the names of many children and was having a chance to use her excellent manuscript writing in checking books in and out of the class library. Her flare for the artistic came to the fore when she was made chairman of the committee to keep an adequate supply of lunch mats on hand. (The lunch mats were pieces of 9" x 12" paper with attractive painted designs done in spare time.) She was working with a spelling partner who had good study habits and was interested in helping Gail improve.

As a result of this meeting together, the teachers decided to list activities

which would help to answer the following questions:

What activities involve working together with children of other grades (mixed age levels) and teach the feeling of "give and take" experienced in happy family living?

What activities give children a feeling of "belonging?"

What are some activities in which non-academic pupils can succeed?

Problems—Needs—Situations

Where children have problems and teachers have vision, good situations can come out of bad. The pupils of Rose-lawn School had a better understanding of the world in which they live because they capitalized on people and places. Richard made the adjustment to a new situation with greater ease although breaking old ties was hard. The school was able to hasten the process of his finding himself and becoming a contributing member of the new school.

Billy, from a migrant family, had missed a great deal of the traditional program of the schools. But the new school helped him learn matters that were of fundamental importance to him whether he is in or out of school.

The teachers of Cumberland School helped Mary and Gail find themselves in a personal world that had turned topsy-turvy. But as the teachers worked on the specific problems they grew in understanding of children and ways of working.

In all of the situations, the individuals concerned recognized the problems, knew the needs of children, and made the most of the situations.



We Pool Our Efforts for Children

The recreation program provided for children in Hammond, Indiana, is typical of that which is available in many communities. A statement of what the program consists and the way in which it was developed indicates the cooperation and planning necessary if the needs of children are to be met. M. H. Thorsen, director, Department of Child Welfare and Special Education, Hammond Public Schools, has prepared this report from firsthand knowledge as chairman of the City Recreation Commission.

IN MANY COMMUNITIES IN OUR COUNTRY the citizens are aware that wholesome recreation for children builds strength for living. In these communities the closing of the school day and of the school year heralds the opening of doors to many opportunities for children of all ages. The citizens in these communities have joined forces and pooled resources to meet the recreation needs of children. Community-wide planning has made possible a continuous year-round program of leisure time activities for all children.

In 1946 a city-wide recreation program was put in operation in Hammond, Indiana, under a newly organized plan. In the past, some recreation had been offered but there was much to be desired in the way of a thorough coordinated program utilizing all school and park facilities. Little had been done to bring into the total picture many other organized groups and agencies which operated more or less as individual units. Formation of the Recreation Commission set in motion what today offers Hammond children a wide range of recreational opportunity.

Recreation School for Small Children

One important part of the summer program is the recreation school designed

for small children. This program is carried on at fifteen school sites which afford close proximity to the home from which the smaller children come. Teachers from the regular school staff are employed and carry on activities in games, arts, crafts, dramatics, music, excursions, and other interesting things. Attendance is entirely voluntary. A very small charge is made to provide materials for the program. In addition to being a fine program for children it has proved to be excellent inservice training for teachers. It stimulates that invaluable teaching technique of getting children to learn through voluntary participation because they want to learn. This program continues for six weeks from nine to twelve noon each day and is supervised by one of our elementary school principals.

One needs only to observe the children as they set out in chartered buses for a trip to the farm, the zoo, or a museum to sense their enthusiasm for the recreation school. The plays they plan and give, the exhibits of art and craft products, and the gusto with which they sing are excellent testimony of the children's genuine interest in the program.

The real test of the program is the reaction of parents. Their wholehearted support and cooperation indicates that



Sports of many kinds encourage wide participation.

they believe the recreation school meets a real community need.

The Park Program for Older Children

The program in the parks is one of similar variety for older children. Croquet, horseshoes, Ping-pong, little theater, crafts, and athletics are some of the activities sponsored. There is a complete baseball program for boys in the 8 to 12 and 13 to 16 age groups. Leagues are formed and the several Service Clubs help finance and support the small boys' baseball program. The Legion Posts aid the teen-age group. The program is so organized that high school boys are able to continue playing baseball through the summer after the school season closes in June.

Interested parents usually manage the small boys' baseball teams which adds tremendous interest and support to the total program. The number of adults

who come out to watch the boys play causes one to wonder whether the boys or their fathers are more enthusiastic about the leagues.

The park program operates from noon to 8:00 P.M. Most of the summertime activity leaders are selected from among the teachers, coaches, and college students. The director is given authority to select his personnel on the basis of merit. The Recreation Commission passed a resolution that the recreation program is to be free of politics. Heads of other governmental units in the city have given fine cooperation in this.

Other Centers Included in Program

The nucleus of the total program centers about the Civic Center, a large community building with a big gymnasium, swimming pool, several game and hobby rooms, and the recreation depart-



Arts and crafts develop appreciation and skill.

ment offices. Here the department co-operates with many community groups in helping promote such activities as industrial and church league basketball, instrumental music and choral groups, high school basketball games and tournaments, school music festivals, school safety patrol parties, hobby clubs, instruction in arts and crafts, square dancing, social dancing, teen-age "soc-hops," and other youth and adult activities.

An excellent swimming program is offered in the Civic Center for all age groups. Swimming instruction is given by an American Red Cross trained instructor. Plans are in process to construct three additional pools in other parts of the city which will allow expansion of the swimming program.

School gynosiums over the city are scheduled by the recreation director for various local community activities through the winter months. Many of these activities are similar to those held at the Civic Center. For example, in one par-

ticular school the recreation department and the Optimist Club carry on an excellent activity program for boys. The program is supervised by two teachers in that school who know the boys. A great variety of wholesome activities are provided. The principal there cooperates by coordinating his school's intramural program with these activities. At the same school a PTA sponsors an activity called the "Stugen" for junior high pupils in which boys and girls hold square dances and other fun activities. A similar program is conducted in another outlying school area with the support of interested parents.

Hammond Fresh Air Camp

One very fine project that ties in with the over-all set up is the Hammond Fresh Air Camp. This project gives special attention to those children from homes with decidedly limited means. We might say underprivileged children, but that phrase has a broad connotation and often

may apply to children from homes *with* means. Children are selected from the public and parochial schools by the nurses, principals, teachers, and the Child Welfare Department. These children are given a two week outing at Camp Okalona on a lake in a beautifully wooded area in northern Indiana. There they are given good food and many experiences in working and playing together. They are taught self-reliance and responsibility in caring for their own cabins and mess hall. They are given opportunity for a well-supervised program of games, swimming, boating, arts, crafts, and music. Emphasis is placed on spiritual values in nonsectarian activities. This program is financed by the Community Chest. Facilities and trained personnel are provided by the Brooks House of Christian Service which conducts its own summer-long camping program simultaneously.

The children are selected before the school year ends. Before the camping period begins a staff member of the school attendance and Child Welfare Department visits every home and acquaints parents and children with the purpose of the camping project and discusses what things each child should take to camp. Its excellent school public relations value carries over into the regular school year shaping wholesome attitudes toward school and school attendance. It's a wonderful experience to see these children as they return from camp with rosy cheeks, filled out bodies, and the sparkle of health in their eyes.

Other Cooperating Groups

One of the finest organizations in the city is the Brooks House of Christian Service. Located in a community representing many nationalities, creeds, and races, it offers an excellent program of informal educational and recreational

activities. Opportunities in a variety of hobby clubs for all ages and all types of athletics are offered. Services to individuals in the form of counseling, library reading, and game room activities are available. A nursery school is conducted to help working mothers. A community service based on the town hall principle provides many groups the privilege of holding meetings and discussing current topics in a true democratic spirit. Religious activities are conducted for all who wish to participate. Brooks House conducts its own summer camp which is staffed with trained personnel and in which the children earn their way. Perhaps the finest part of this total program is that all is achieved through volunteer participation. City authorities praise it highly, for delinquent conduct is at a minimum in the community.

Recreational facilities are also made available to the Boy Scouts and Girl Scouts. Many of these groups hold their meetings in the several schools and the Civic Center. Through the cooperation of the Recreation Department the Girl Scouts organization has been given rooms in the Civic Center as headquarters with access to recreation facilities there. Both of these organizations conduct their separate summer camps for a summer program. In addition, day camping experiences are provided in the Hammond parks for the Cub Scouts and Brownies.

In addition to the varied program available through the recreation department and other agencies already mentioned, many of the forty-five churches in the city provide recreational opportunities for their young people. Game rooms, social groups, vacation schools, and similar programs are carried on.

How It Began

To develop this project necessitated much effort in planning, organizing, and

cooperating. In April of 1942 the PTA Council called a meeting of all local PTA presidents and school principals for the purpose of encouraging a thorough recreation program for this city of 90,000 population. The nation was mobilizing for a second world war and there was great concern for the educational and recreational opportunities for our children and youth.

History has taught us that during and following war there has always been an increase in delinquent conduct. We were anxious to offer youngsters opportunity for wholesome activity to counter this tendency. However, a good recreation program is in reality much more than prevention of delinquency. It is an educational program and part of wholesome community living. No community can evade caring for its young people and still make progress.

To establish a city-wide recreation program demands complete cooperation of all community groups, professional and lay. In this case a committee was formed by the PTA Council and the school principals to contact the mayor. The mayor in turn appointed a committee which gave representative support from labor, schools, churches, service clubs, merchants, and industrial groups. The local Chamber of Commerce lent support to the project. This organization became known as the Central Committee on Recreation.

The first step was gathering information from other cities on the organization of a recreation program. Many valuable suggestions and ideas were gleaned from visits to and literature from such cities as Decatur, Illinois; Madison and Milwaukee, Wisconsin; Fort Wayne, Indiana, and other Midwest cities. Only those ideas which lent themselves best to our local situation were considered.

It was agreed that all facilities should be utilized which meant that school and park facilities should be put to use in a coordinated plan. This resulted in soliciting the cooperation of the park board, school board, and the city council. In 1945 the State legislature passed a law permitting school boards to levy a two to ten cent tax to join with other governmental units in providing more recreational facilities. This legislation was timely and removed the question of any legal barrier.

From this background a governing board—a City Recreation Commission—of five members was formed. A member of the school board, a member of the park board, a member of the city council, and two lay members make up the present five member commission. This commission functions in an advisory and policy making capacity.

The first important duty of the commission was to select a competent recreation director. We were careful to select as director a person who was trained for and experienced in recreation work both in schools and parks. The director is employed and paid jointly by the park board and school board, each of whom levy a tax and appropriate money to support the recreation program. By well-planned and careful expenditure these appropriations provide an excellent program for the children and youth.

The quality of any recreation program is in direct proportion to the quality of leadership and personnel responsible. In this respect Hammond has been fortunate. The complete cooperation of our superintendent of schools has made an invaluable contribution to the success of our program. Men with a sincere civic spirit serving on the two boards have given stability to the project and encouraged public confidence.

68,000 Members on the Team!

It was a big team and all of the members felt a part in the success of the exposition. It was teamwork from start to finish. They found many ways of using everyone to bring forth a coordinated effort that was effective. Best of all, the children were participating in a rich, vital program. How it was done in Seattle is told by Dorothea Jackson, director of elementary education, Seattle, Washington.

IN NOVEMBER 1851 THE FIRST SETTLERS landed at Alki Point to found Seattle. In November 1951 the Seattle Public Schools including 68,000 pupils and school staff members staged a Centennial Exposition to tell the story of Seattle's one hundred years. This exposition constituted a major contribution to a series of events spearheaded by Greater Seattle Incorporated.

"I'm proud to be one sixty-eight-thousandth part of this exposition," said Superintendent Samuel E. Fleming as he walked through the Civic Auditorium viewing the 135 exhibits on the opening day of the Seattle Public Schools Centennial Exposition. He expressed the feeling of every school boy and girl, their mothers and fathers, and the entire school staff, for the exposition really surpassed everyone's expectations.

And what was the reason for this gratifying achievement? *Teamwork*. From the beginning, administrators and teachers sat down together and shared ideas. By starting early with the initial planning they had time to think through ways of using this important birthday as a vehicle for enriching the educational experiences of all children in every classroom.

The goals as set up in those first stages included:

- A greater appreciation of the men and women who contributed to the growth and development of Seattle.
- An understanding of the problems which our city faced and solved during its first hundred years.
- An understanding of some of the unsolved problems which must be met if Seattle is to continue to grow and prosper.
- A strong desire to contribute as an active and intelligent citizen in building a "Greater Seattle."
- A feeling of civic loyalty which avoided provincialism and recognized the interdependence of today's world.

The observance of the centennial was not to be something added to an already full schedule. Rather, it was regarded as an opportunity to vitalize the curriculum. What could add more interest for a class of boys than learning from a school patron how to rig sails on the model ships they had made for the exhibit on early sea captains and ships? Or feeding white rats on good and poor diets to get them ready for their personal appearance in the nutrition booth? Other children took prints of their bare feet for their project on the care of arches. Children went to the University of Washington Museum to study Indians and Indian masks as a part of their planning for the Indian exhibit. Some fifth graders dyed rags with dyes from native berries, leaves, and roots, then braided them into a rug which was shown in the Pioneer Home Arts booth.

Skills Were Not Forgotten

The importance of reading, writing, and arithmetic was not forgotten in interpreting the centennial. In one classroom, for instance, a teacher helped her children get the feel of "centennial." She drew one hundred candles on the blackboard in rows of ten each to represent Seattle's birthdays. She then marked off six candles to show how old the children were in comparison to the age of Seattle.

In no sense was the centennial limited to the exposition. Schools were encouraged to use the centennial theme in their everyday school program through the year in the belief that the greatest educational values would accrue from the preparation and observance in the individual classrooms and buildings.

One junior high school set up its exposition exhibit on the lumbering industry for inspection by all interested persons in the community. Superintendent Fleming held a press conference for high school newspaper representatives a month before the opening of the exposition to give them news for their papers.

An Over-all Plan Needed

In order to work toward the preparation of the exposition with the least loss of effort and time, it was necessary to set up an over-all plan for the four-day program at the auditorium. Three main features were selected: exhibit booths, afternoon physical education demonstrations, and evening stage productions.

The exhibits contemplated fell naturally into four groupings: elementary schools, junior high schools, senior high schools, and special exhibits.

The elementary school exhibits were designed to show how the centennial theme had contributed to the total school curriculum.

The junior high schools depicted the development of the most important industries in Seattle such as fishing, recreation, lumbering, transportation, waterways, agriculture. The high schools displayed work of their various departments in telling Seattle's story.

The special exhibits included school finance, school organization, distributive education, placement, family life, audio-visual aids, special education, medical services, guidance services, all of which had contributed to the century of progress. Booths were provided also for the Seattle Public Library, the Parent-Teacher Association, and the first Seattle newspaper, the *Post Intelligencer*.

As far as possible, the existing organization in the schools was used except for the master committee which was composed of teachers and administrators. The curriculum directors acted as the over-all committee for all exhibits, with the consultants and curriculum assistants serving as coordinators for the elementary school exhibits. In the junior high schools the curriculum directors worked directly with committees including the principals and the teachers. In the high schools, they worked with department heads, principals, and groups of teachers in planning the departmental exhibits.

Physical education demonstrations were planned for each afternoon with the assistance of the Physical Education Department. Teacher committees planned the events.

On the first afternoon, six hundred elementary boys and girls demonstrated marching, formal exercises, athletic stunts, game skills, and folk dances, and ended with an All-American Promenade. The teachers of these children and the committee needed to coordinate their plans meticulously since at one time during the program four hundred children danced square dances together without

a single rehearsal. Everyone held his breath, but it worked!

On the two following afternoons the junior and senior high schools demonstrated their health and physical education programs.

The evening stage performances were produced entirely by the high schools. The production committee was composed of teachers from each high school, directors and consultants from the Language Arts, Music, and Physical Education departments. With four nights and eight high schools, it was a simple bit of arithmetic to plan eight half-hour performances, two each evening.

Problems arose in deciding upon a continuity of significant episodes to tell Seattle's story, how to plan basic staging to fit two plays, and properties that could be handled expeditiously. Many compromises were made through cooperative planning. One member of the committee managed the staging for all eight episodes with the assistance of high school student crews. Concerts before the evening performances and intermission music were provided by the All-City High School Band.

Each Committee Worked In Its Way

Each centennial committee decided upon its own way of working, the place and time for meetings. Some of the work was planned in buildings by principals and teachers, often with a coordinator or director present. After school and Saturday meetings were frequent. One ambitious group of "farm hands" met early one Saturday for breakfast before beginning work on "We Study the Farm."

These committee meetings offered valuable opportunities for across-lines acquaintanceships as principals, teachers, consultants, and superintendents all worked together. New friendships were made with persons from other buildings.

New ideas were gained because of the stimulation of group thinking, and most of them traveled right back to the classroom for experimentation.

Many kinds of help were provided for the centennial celebration. At the outset, the schools received from the Curriculum Department a resource unit showing how centennial materials and activities might be organized. Members of the Curriculum Department were available when they were needed.

Specific help was provided for exhibit committees. A trial booth, just like the ones to be used at the auditorium, was set up at the Service Center where committees could look it over and take measurements. Some committees even tried out their exhibits in this booth just to be sure. The Art Department, feeling the responsibility for creating a feeling of unity in the entire exposition, selected a pleasant blue as background color for all booths. Another service of the Art Department was the bulletin of directions for preparing a basic kit to expedite the setting up of exhibits. Still another service was the appointment of an art teacher on a consultative basis for each exhibit committee.

The Language Arts Department recommended a page form for all centennial written work. They likewise prepared a set of letters of the alphabet to be used in the labeling of all exhibits.

Interesting to everyone was the weekly news bulletin which was sent to each teacher for the eight weeks preceding the exposition. It contained an account of pioneer experiences one hundred years ago and a series of news items indicating progress in the preparation of exposition exhibits and productions.

"Live" Exhibits Planned

Whenever possible "live" exhibits were planned. It was important for boys

and girls to be a part of the exposition and besides, visitors would be more interested if youngsters explained the exhibits. Girls from home economics classes upholstered furniture right in the booth.

In the healthful living booth, students explained how visitors could use a large mirror marked with vertical and horizontal lines to check their own posture.

In one booth, children staged a puppet show, "Landing At Alki," at frequent intervals. Children in pioneer costumes made by parents served as hosts and hostesses in such booths as Landing At Alki and Pioneer Art.

Patrol boys from different schools served in the safety education booth.

Children of all ages worked with different media in the Art Exhibit booths. Preschool children were observed in a cooperative play group in the Family Life exhibit. In the mathematics booth, students gave away 4000 six-inch paper slide rules they had made to those who stopped long enough to learn how to use them. In some booths, teachers and students served as hosts and hostesses.

In the special education booths, teachers alone often served so that they might explain the special services of the schools to parents interested in classes for speech correction, sight-saving, cerebral palsy, and the deaf.

Everyone Worked

The entire school staff shared in the preparation of the Centennial Exposition. The lunchroom staff at the Service Center prepared extra coffee for committees meeting at the Center after school. The Maintenance Department helped the transportation chairman by transporting to and fro 40 truck-loads of materials, plus 260 tables and chairs. The electricians installed unusual light and power facilities.

Edison Technical School made the blueprint of the floor plans, provided first-aid stations and photographers. And the substitute clerk lined up substitutes to relieve certain teachers on the assembling day.

The Public Relations Department worked with the newspapers, radio, and television stations on publicity, and issued the leaflet, *The Seattle Public Schools Tell Their Story*, for all interested patrons. The Publications Consultant prepared the program. The Audio-Visual Department, with the help of students, ran the Little Theatre where visitors could rest profitably.

The Seattle Story Was Told

The exposition was designed, first and foremost, to tell the story of Seattle from 1851-1951. Individual schools were not highlighted and children's names were omitted. In numerous instances, many schools contributed to a single exhibit. This cooperative pooling proved to be one of the significant values.

Since the Civic Auditorium had been so closely scheduled, even up through Sunday night, and the Centennial Exposition opened Monday evening at six o'clock, a mighty team had to be ready for concerted action early Monday morning. And they were. Everyone knew exactly what to do and no task was too menial. Superintendents, teachers, principals, and directors pushed brooms, moved chairs, carried water, ran errands, and put up exhibits. The way that huge, empty auditorium was transformed into a magnificent Centennial Exposition, in the matter of a few hours, was the real test of the months of cooperative planning which had preceded the opening day. At six o'clock everything was in place, doors opened, visitors arrived—eight thousand strong the first night—and the Seattle story was ready to be told.

A Letter to Parents

This letter was sent to the parents of the group of children who wrote it and was sent to us by Elizabeth Johnson, teacher of the group. In the words of the boys and girls it tells of a program that integrates ideals of democratic living with the expanding understanding of subject matter, and an appreciation of ways of working toward their goals.

January 30, 1952

DEAR PARENTS:

We hope you will read this letter and find out what the children of the sixth grade have been doing this year. We have found it interesting to study these things and hope you will enjoy reading about them.

Practicing Democracy

We have been studying and talking about the meaning of democracy. We try to practice it, too. Some of the ways we practice it are—

- by making our own plans
- acting on our own decisions
- respecting others' rights
- putting ourselves in another's place
- believing that people are important.

We made a chart of what democracy means. We said that it means freedom with responsibility. (The responsibilities of our grade are to be courteous, to not disturb a working person, to speak up when you have something to say that is important, to keep our room clean, to keep posted on the international news, to make people feel they are welcome. All these things are important in a democratic world.)

We have talks about prejudice so we can go out and help people get rid of

prejudice. We work together with people of many races and creeds. We have respect for other people's differences. We have made up a sixth-grade constitution which we follow as closely as possible.

We have read books that help us understand democracy. Some of the books we have read are: *The Hundred Dresses* by Eleanor Estes. The main idea in this book is to never stand by and say nothing if someone is picking on someone else because they look funny or have strange names. We like the book, *Call Me Charley*, by Jesse Jackson. It is a story of a Negro and white boy and their fight against prejudice. Here is a quotation we liked from that book, "A word from a white man travels around the world while a colored man is just trying to get someone to listen to him." Another book we have read is *North Star Shining* by Hildegard Swift. It is a poetry book of famous and not-so-famous Negroes. We are going to give it as a shadow play for Brotherhood Week in February. We hope you will all come for we think it will be nice.

A Study of the United Nations

At the starting of the school year we studied the United Nations because we were interested in finding out what we could do to make a peaceful world. The

United Nations is the only organization set up to stop war and to study the causes of war. Here are some of the things we learned from our study:

- The General Assembly is often called "the town meeting of the world." It discusses many problems and is the largest organ. All 60 members have 5 representatives.
- The Security Council takes care of large disputes between countries and nations. It tries to stop war before it starts.
- The Secretariat takes care of the U.N.'s business. It hires interpreters for the meetings.
- The Trusteeship Council supervises the governing of dependent territories until they can govern themselves.
- The Economic and Social Council tries to better the standard of living throughout the world. It tries to get at the causes of war.
- The International Court of Justice handles mostly cases of war criminals and prisoners of war.

Next we chose the Middle East because it was a trouble spot in the world. This is how we worked out our study on the Middle East. First we had a discussion to find out what we knew already. Then we had our planning period when we wrote out our purposes so that we would have a goal to strive for. Another part of our planning period was to write questions we wanted to find answers to. The next part of our study was called the Study and Work Period. Each of us used at least three books because we wanted to compare the viewpoints of different authors. We also made charts to illustrate our ideas and we made large outlines so that other members of the class could see our thoughts as we said them. The fourth part of our study was the part where we presented our material. This was mostly a discussion period of the information we had found out about our questions. Mr. Ali Ouhadi from Iran who is a student at the college told us about his country. We made a frieze to illustrate our ideas. The last part of

our study was called "Evaluation." We discussed our purposes to see if we had accomplished what we said we wanted to do.

These are some new ideas we got from our study of the Middle East:

- As in other places, there are a lot of problems.
- Some cities are modern; others are ancient.
- The people need factories, electricity, and water.
- U.N. agencies are working to improve living conditions.
- Some people wish to become modernized and some don't.
- The Middle East is a region of contrasts.
- There are too many people for good living.

Learning About Our Own Community

We have taken two trips into the community this year, because if we are to be world citizens we must know about and understand our own community. The first trip we made was in the Fall to the Douglass Community Center. We went to see how it serves the community and to become acquainted with new people. We met children from Mrs. Taylor's class at Woodward School and also boys and girls from Miss Purchase's class at Lincoln School. We divided into four different groups and toured the building, played games in the gym, made place mats in the reception room, and listened to a panel discussion from Mrs. Taylor's ninth grade on "Problems in Our Community." Then we ate the lunches we had brought. We made many new friends. We had lots of fun. Mr. Pettiford was very nice to us. When we returned to our class we had a discussion on the new things we had learned: We learned that children are alike, no matter what race or where they live; we learned that the Douglass Center is a recreation center for all people in the neighborhood and in the community. Then we wrote letters to Mr. Pettiford telling him about our wonderful time.

The second trip we took was to the Jewish Synagogue. We went to the Synagogue to find out how the Jewish people celebrate the holiday season. Before we went we listened to the chapter about the Jewish religion from *One God* by Florence Mary Fitch. We met Rabbi Levinson who told us about the Torah (he showed it to us) and how the Jews celebrate Hanukkah. Rabbi Levinson explained the altar and the Everlasting Light. When we returned we had a discussion on what we had seen. Some of us drew pictures for a book about the different things we saw. The secretary of our class wrote Rabbi Levinson a letter of appreciation. We found out the Jewish and Christian religions are alike in several ways:

- Belief in One God.
- Belief in the Ten Commandments.
- Wish to make a better world.
- Dislike of bloodshed.
- Belief that we should do to others what we want them to do to us.
- Belief that all people are important.
- Belief that all people should be educated.
- Respect for parents.

Some of us who are on the Student Council went to the Harding School to visit their Council. We learned a great deal. It was fun to look around another school. We thought the children were very courteous to us and very friendly. Their Council is different from ours. They have many kinds of reports—room reports, safety squad reports, Red Cross reports, librarian reports. The secretary had a lot of writing to do.

Guests Help Us Learn

To make our social studies work more real, we have invited people to talk to us. Mr. Pettiford, the director of the Douglass Center, was our first guest. We felt we needed information about the Center before we made the trip. It was interesting to learn that Mr. Pettiford's

father helped start the Center in 1919 for Negro soldiers in World War I. In 1920 it became a Center for people in the community.

When we were studying the Middle East, Ali Ouhadi from Iran told us about the Moslem religion. We had many questions to ask him, because we believe that the religion of the people there affects the way they think, and the way they behave. Mr. Ouhadi said that 95 percent of the people are Moslems. They pray five times a day. The holy book is the Koran. It has 114 chapters. The five beliefs of the Moslems are: Faith, Prayer, Fasting, Almsgiving, and a Pilgrimage to Mecca once in a lifetime.

Miss Olson from the City Health Department came one afternoon to tell us how our City Health Department operates. We hadn't realized how carefully food and restaurants must be inspected. There are 38 people employed by the Health Department.

Mr. Eddington, a college student, described his hitch-hiking trip through the British Isles to us. Again, we heard how much alike we are as people.

Another part of our social studies class is our daily news discussion. Besides looking up news in our local paper, we use *The World News Of The Week*. It is a big map with news on it. These are the topics we discuss: U.N. News, Korean News, Middle East News, Great Britain News, Science News, local news, national news, news for progress, and famous people news.

When we have finished our study of Great Britain (of course, we realize that you never really ever *finish* a study of anything, because you go on learning about it all your life) we shall probably study India. We are trying to connect our study with what we have discussed before.

The sixth grade has contributed quite

a little to the assemblies this year. On U.N. day Miss Lois Fisher, the author of *You and the United Nations*, talked to us about the U.N. She drew pictures. She liked our school. Our grade worked hard on the Book Fair in November. You probably remember how many of us took part in the Christmas play.

Reading and Vocabularies

In order to better understand our world we must know the meaning of many words. These words we are trying to include in our vocabulary because we know they carry important ideas. These are some of the words we have learned: Moslems, international, illiteracy, democracy, prejudice, imperialism, constitution, isolationism, anthropology, negotiate, civilized, inhabitants, nationalize, Torah, Hanukkah, Koran, universal, independence, interdependence, nationality, commonwealth, parliament. If we wrote out the meanings in this letter, you would never finish reading it! So you ask us what they mean and we'll tell you.

You've heard a great deal about reading in schools these days. We do lots of different kinds of reading. We read for many different reasons. We read for fun, for information, for new ideas, and for sharing. We always try to get the meaning out of what we read. If we can't get the meaning, then reading isn't much fun. We read about the lives of famous men and women when they were young. During Book Week we read about the Caldecott and Newbery prize winning books. We read short stories like *Robert Francis Weatherbee* and *History Can Be Fun*. We try to retell short stories in the words of the author. Everyone enjoys hearing those stories. We learn lots of poems, too.

The purpose of the sixth-grade arithmetic is to learn and get more acquainted with numbers. We are learning about

fractions, whole numbers, and decimals. We learn the many different ways arithmetic can be used in everyday life.

Spelling in the sixth grade is important everyday. We learn to break words into syllables, to add words to our vocabularies, to get a picture of them in our minds. We have a book we use and we also keep a list of the words we need to know that is our own. Each one's is different, because we don't have trouble with the same words. Some of us don't think spelling is hard at all. Some of us believe it is "medium-hard." Others of us say it is very hard.

We have several different kinds of clubs: Story-Tellers Club; 32 Authors Club; Science Club; and Health Club. We hope you will read our health book sometime. It is a good book because it helps us understand why we behave the way we do. It gives us some ideas we hadn't thought of as ways we can help ourselves with the things that bother.

We are trying to be world citizens. These are some of the ideas we have about being a world citizen. "First, you are citizens at home. Second, you are citizens in the community. Third, you are citizens of your nation. Last, you are citizens of the world." Citizen means "member of something." In this case it means, members of the world. If we are world citizens we will cooperate and work as a group. It means trying to follow the rules that everyone has had a part in making. It means having a knowledge of the things that are happening in your school, your community, your nation, and the world and wanting to do something about making them better. It is believing that what happens in one part of the world affects us, too. It means that all people everywhere are important.

Love,
THE SIXTH GRADE

Philadelphia Highlights

IN A CITY WHERE FREEDOM AND RESPONSIBILITY were written into the Constitution of the United States, the 1952 Annual Study Conference of the Association for Childhood Education International met to find more and better ways of "Guiding Children in Freedom and Responsibility." The Philadelphia Branch of ACE proved an excellent host by providing friendly hospitality in the "City of Brotherly Love." Visitors from the United States and fifteen other countries took advantage of the locale to visit spots of historical interest.

More than two thousand teachers, students, administrators, and representatives from lay and other professional groups met in Convention Hall April 14-18. Conference participants gave high praise for the program with its wide implications for the better education of children. The rich program of learning situations necessitated making many choices.

Study Groups and School Visiting

The ACEI Conference is a *study* conference. The members worked diligently in forty-four study and work groups. Interesting reports came from the discussion groups. Fascinating experiences resulted in those groups working with audio-visual materials, learning games, taking excursions, making homemade school equipment, and experimenting with art materials.

"A Day with Children" provided opportunities for 1200 people to visit schools of their choice. In 103 situations, public and private schools provided opportunities for seeing a variety of activities. After lunch each group had an opportunity to discuss the background of the children, the immediate and long-time objectives of the school, and the problems involved.

During the Branch Assembly headquarters staff presented the variety of work which goes on for the Association. Branch forum groups, made up of members of branches whose problems might be similar, shared their solutions.

The Exploration Area

The Functional Display of children's and

teachers' books, educational toys, and school equipment approved in ACEI Testing Centers as appropriate for use with children was a popular place. The display contained materials from thirty-nine manufacturers and fifty-three publishers. Well situated at the back of the Arena, the conference members found opportunities for browsing.

Other features of the Exploration Area included a collection of "Resource Materials," "ACE Branch Materials," an exhibit by the Historical Committee of old and new toys and books, "UNESCO and United Nations Materials," an "Exhibit of Homemade Equipment," filmstrips, and slides.

The Business Session

The Philadelphia Conference will long be remembered in ACEI history. The problem of housing the headquarters staff that must be met in the near future was raised in the first business session. During the called session a discussion was held in which questions were asked as to possibilities and funds. Members speaking from the floor indicated that it was time to think of a headquarters building of our own. The group spontaneously "passed the hat" as an affirmation of faith in the project.

An excellent summary tied the activities of the conference together at the final general session. Jean Betzner reported on the "Day with Children;" Glen Hass reported from the study groups; and Agnes Snyder pulled the thoughts of all the speakers toward the general theme of guiding children in freedom and responsibility.

Quotes from Speakers

L. Thomas Hopkins, Teachers College, Columbia University, said: "Guiding learning becomes working with children so that they can discover, release, and develop potential capacity while according others the same privilege which they seek for themselves. The problem becomes one of how to change limiting and restricting environment to a releasing and developing environment."

Paul Weaver, president, Lake Erie College, Painesville, Ohio, spoke on "We Grow in



Quaker Photos, Philadelphia, Pa.

The functional display was popular with all ages.

Freedom and Responsibility." "Love and acceptance for what people are is the strongest motivation in learning . . . We must be affirmative with children if we want them to grow in freedom and responsibility . . . What children do right should be emphasized—not what they do wrong. That gives them security. Accept them for what they are; praise what is good; stay close to them."

Bernice Milburn Moore, Home and Family Education Service, Texas Education Agency, Hogg Foundation for Mental Hygiene, Austin, Texas, spoke on "The Child Looks to His Family." "To live with himself and his fellowmen each child needs to learn: how to live with authority; how to evaluate and judge his own behavior against his ideals and values; how to use his emotions; how to accept problems and frustrations as motivation for achievements; and how to make choices from his culture to meet his own specific needs and at the same time to make his contribution to the needs of others . . . How each lesson is learned and to what relative degree depends upon the inherent qualities of the individual and the inherited situation in which he finds himself—i.e. his family, his community, his nation."

Eduard C. Lindeman, professor emeritus of social philosophy at the New York School of social work, Columbia University, said in his talk "The Child Faces A Troubled World:" "Children of the future will require conscious training in democratic ways of living. Among

the democratic disciplines which will need to be taught in schools and in family experience are: (a) the rule that diversity is the rule according to which unity is attained; (b) the principle that in a democracy the citizen must learn to live with decisions that run contrary to his wishes; (c) the principle which enjoins us to bring our means into harmony with the ends."

Laura Zirbes, Ohio State University, reported as chairman of the Committee on Co-operative Research. She spoke of the values of carrying on such a project: "Unless the findings of the laboratory are carried over to the classroom and employed in the development of children, then laboratory research does not serve its real purpose . . . Every finding has to be tried out and adopted to particular situations . . . The action research proposals were designed to work on problems. They can evidence new bases for establishing policy . . . They are exploratory—an experimental attitude toward teaching. They stimulate thinking . . . Functional research is to let us know how fast things are moving."

Leland B. Jacobs, Ohio State University, spoke on "Children and Books." "Fortunate is the child who, in company with a sympathetic, well-informed adult, frequents the land of literature, which knows no national boundaries, where passports are available for the asking, where, from sea to shining sea, the mid-century child can make his reading way under spacious skies."

Over the Editor's Desk

Teamwork On the contents page of this May issue you will find a preview of next year's issues of CHILDHOOD EDUCATION. The team has been working since early in January.

Thirty-six people have been directly responsible for the teamwork—the Executive Board, who are ex-officio members, the Editorial Board, and members of the headquarters staff directly connected with production.

These people are located in two countries, twelve states and the District of Columbia. Many of them not only gave personal reactions to ideas but gathered ideas from others. At least fifty-five people were queried about needs to be met in planning next year's magazine. The majority of this group work directly with children.

The working over of this material took several hours of work on the part of every person.

The last stages came as the Editorial and Executive Boards met during the Study Conference in Philadelphia. One of the meetings was an open meeting where everyone who was interested in helping with planning could participate. About seventy-five people took part.

With such cooperation and shared responsibility, next year promises to be another good year.

This past year has been satisfying because it, too, started off with planning by the whole team. We are proud to have presented articles that have made the magazine helpful to many people. We appreciate the time and effort of the many people involved in writing.

We are grateful to the Editorial and Executive Board members who have responded to the editor's memos as to what made the current magazine good and how future issues could be improved. The people listed on the inside front cover of CHILDHOOD EDUCATION are not just names listed in an honorary capacity—they work!

A word of appreciation goes to all of you unofficial workers who have given your ideas. We were glad to hear from you, and to meet some of you in the various places we have gone.

It makes us realize that concern for welfare of children has tremendous power for building together.

Will You Share An Experience? Next year we would like to include anecdotal accounts from many of you in all parts of the country. As you look back over the year or through any of your experiences with children perhaps you will find something to share in one of these areas:

- "I was afraid but—" What helped face a tough situation? What do we do when we are scared? (May we have copy by July 15?)
- "Try It Once!" Because we tried it once all of us find there are things we can do which we never thought possible. Also, please, some accounts of experiences which were not completely successful but through which you learned.
- "What have I learned from this year with children?"
- "How do children help us grow as parents and teachers?"

The accounts will have to be necessarily brief. We can't promise publication; we do not pay for those published; and we cannot return any of the manuscript in these series. But won't it be fun to pool the experiences!

About Films Seen and Liked Have you wondered how this section of the magazine is prepared?

The ACEI has seven film review centers scattered geographically about the country. Their purpose is to evaluate films, filmstrips, and slides that interpret good school practices and those that are desirable to be shown to children.

Committees composed of teachers, parents, or anyone concerned with the subject of the film, review those films which come to their attention.

The evaluations are filed for use by Information Service, and in ACEI publications.

These people, as do others who help make up CHILDHOOD EDUCATION, carry on full time jobs with and for children and add this as one more thing to be done. We wish to say thank you to these chairmen and their committees. (Listed on page 440.)

NEWS and REVIEWS

News HERE and THERE . . .

By MARY E. LEEPER

New ACE Branches

Florida State University Association for Childhood Education, Tallahassee, Florida

Utah State Agriculture College Association for Childhood Education, Logan, Utah

Murray Association for Childhood Education, Utah

Lillian E. Wagner

Lillian E. Wagner died February 6, 1952, at her home in Chicago. She had long been on the staff of the Parker Practice Public School associated with the Chicago Teachers College and was one of the truly great teachers of young children.

Miss Wagner was an enthusiastic and loyal worker in the ACEI and held various offices in both the State and Chicago Area ACE. At the time of her passing she was corresponding secretary for the Chicago Area ACE. Through her enthusiasm and untiring efforts many teachers and students became interested in the Association.

A co-worker writes: "Miss Wagner's selfless devotion to her family, her friends, her children and school, her church and her community will always be a treasured memory and inspiration to all who were privileged to know her."

ACEI Materials Useful in Teacher Recruitment

Invitation to Teaching is a new six-page leaflet just off the press. It is hoped that it will be given to many young people who are choosing careers.

Pertinent facts and suggestions are given under such headings as:

- Test your Interest
- Satisfactions of Teaching
- Finding the Right College

Single copies are free. Please enclose a stamped addressed envelope. Two to fifty copies, 5¢ each; fifty to five hundred, 4¢ each.

Teaching is Exciting, published in January 1952, is being widely used. Counselors in

all the high schools of Cincinnati have each received copies of this bulletin as a gift of the executive board of the Cincinnati Association for Childhood Education. The copies will be used in advising students to consider teaching as a career. This is practical way of furthering one part of ACEI's *Plan of Action*, "Children Need More and Better Teachers." 38 pages. Price 75¢.

Order the bulletin and the leaflet from ACEI, 1200 Fifteenth St., N.W., Washington 5, D. C.

ACEI Announces Filmstrip

Children in the Primary School is a filmstrip distributed by the Association for Childhood Education International. It was prepared by the 1950-52 ACEI Primary Committee, Laura Hooper, chairman. Good school experiences for six, seven, eight-year-olds in modern primary schools are described and illustrated in this filmstrip. The pictures were contributed by teachers from primary schools throughout the United States.

The filmstrip can contribute in many ways to better education for children. It can serve to guide community groups in the study of their schools. It provides valuable discussion material for use in study groups, ACE branch meetings, faculty meetings, parent-teacher groups, and summer workshops. It may be used in preservice and inservice education of teachers. Fifty-one frames, black and white. Price \$4. Payment must accompany order.

Life Members

The following names have recently been added to the roll of life members of the Association for Childhood Education International:

- Vivian Loveless, Wilmington, Delaware
- Ida Mae Smith, Portland, Oregon

National College of Education Offers Graduate Study

After sixty-six years of concentration on undergraduate study in the field of elementary education, National College of Education at Evanston, Illinois, on June 9, will open its doors to graduate students.

Three areas of specialization are being emphasized in the program—the classroom teacher, the supervising teacher, and the school administrator. A common core of

four courses will be required of all students. Richard Johnson, president of the College states, "A completely new type of graduate program designed to build professional leaders capable of furthering the high elementary educational aims of our country is being developed. Teachers and school administrators need to develop the scientist's activating attitude of experimentation. At the graduate level teachers must be led to constantly re-evaluate their classroom procedures in the light of advanced knowledge of child development."

National College of Education, the oldest private elementary teachers college in the United States, enters this new phase of development with determination and vigor. The College accepts the challenge of improved elementary education for today's children.

"... And You Never Know"

... *And You Never Know*, a one-act play by Nora Stirling, is the latest in a series of dramas produced by the American Theatre Wing Community Plays in collaboration with The National Association for Mental Health and local mental health groups. The play is designed to help parents get along with one another and meet the emotional needs of their children. Three earlier dramatic sketches produced in this same manner and released under the title, *The Temperate Zone*, have had numerous performances throughout the country.

An integral feature is the open discussion period that should follow the final curtain. The play runs approximately 35 minutes.

The National Association for Mental Health published ... *And You Never Know* in February, 1952. The play is ready for amateur production throughout the country, with the exception of metropolitan New York. A production packet, consisting of four copies of the script, with suggestions for the discussion period, is available for \$4.

Mills College of Education

The Mills School of New York City, for nearly half a century, has prepared young women as teachers for nursery, kindergarten, and primary school work. The New York State Board of Regents has now elevated the school to college status. It will now be known as Mills College of Education.

A year ago Mills merged with the sixty-three-year-old New York Kindergarten Association, thus bringing together two pioneer-

ing institutions. The combined program will serve not only to enrich the college's offerings but will help prepare the kind of teachers that are so vital to this important profession.

Mills College of Education now has three major schools for children with approximately 300 children of nursery age and also school-age children attending afternoon sessions. These are used as laboratory schools although other public and private schools will continue to be used as experience centers for the college students.

The College is located at 66 Fifth Avenue New York City. Miss Amy Hostler is dean.

Children of Finland

Finland today with four million inhabitants has nearly 16,000 teachers in its primary schools which serve more than 500,000 children between the ages of seven and fifteen. Ninety-two percent of these children learn Finnish, eight percent learn Swedish. Both these languages are officially recognized. The great extent to which children develop their fondness for reading is astonishing. Out of the 2000 new books published in Finnish every year, a surprisingly high figure for such a small population, more than ten percent are books for children. These are usually well illustrated.

The needs of youth have priority in Finland for in the words of the Finnish poet, Elmer Diktonius, "As long as children smile, the universe will continue to live."

British Schools Plan Video Education

Plans are being made by the British Broadcasting Corporation for education by television for a group of schools in Kent, Southern England. The first "pilot" program is expected to go out for a four-week period during next summer.

By the fall of 1952 a large number of Britain's schools will be able to receive the televised educational program. It is estimated that by that time eighty percent of the population will be within television range. There are more than six million school children in Britain so it is possible that more than four million children will have a chance of video education by next fall.

The schools chosen for the experiment are comparable to American high schools. Each will receive, from 3 to 3:30 p.m. daily for a five-day week, a program of instruction.

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Books for Children . . .

Editor, LELAND B. JACOBS

How rich is vacation land for the child who leaves school with a guide to suggested reading for his leisure hours! How fortunate the child vacationer who seeks wonder and wisdom in the realm of reading! How mature is the child explorer who travels independently and surely literature's broad highways!

TROUBLE ON OLD SMOKY. By Catherine Blanton. Illustrated by Anne Merriman Peck. New York: Whittlesey House, 330 West 42nd St., 1951. Pp. 142. \$2.25. Schooling meant so much to Sunny Anderson, boy of the Great Smokies, for without it how could he ever be a doctor? And he knew that his mother and people like her needed good doctors. But his father was opposed to his plans. Then a series of dramatic events changed his father's mind and started Sunny toward the coveted schooling as the first step in his ambitious plans.

This book is distinctively worth-while on three counts. It is a story which sympathetically deals with the complexities of family relations. It is a story of strong appeals, free from sentimentality, quietly rousing in its total effect. It is an honest story, free from affectation yet full of the simple dignity that is the quality of the living of the common man. There is need for many stories like this for children in the later-elementary grades—unpretentious books that intimately take boys and girls into lives of the folks who, through their integrity and fortitude, make America's communities good places in which to live.

CHANTICLEER OF WILDERNESS ROAD.

By Meridel Le Sueur. Illustrated by Aldren A. Watson. New York: Alfred A. Knopf, Inc., 501 Madison Ave., 1951. Pp. 160. \$2.50. Johnny Appleseed, Nancy Hanks, and Sparrow Hawk have already come under the appealing spell of Meridel Le Sueur's magnetic writing craftsmanship. Now Davy Crockett is her subject, and a worthy subject for her talent he is. For along with her poetic sensitivity, she seems to love the home-spun,

(Continued on page 432)



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Books for Children . . .

(Continued from page 431)

vigorous, earthy folks whose spirits march down time's span as symbols of freedom, and courage, and warmth of human quality in human endeavors.

In this unhackneyed account of the fabulous life of Crockett, Miss Le Sueur shows Davy as a restless, fun-loving human being who charted his destiny out of daring and adventure. From the Wilderness Road to the Congress of the United States to the defiant hour of the Alamo may seem awe-inspiring as one reads the Le Sueur account but it does not seem improbable. Such is the talent of the writer that Davy Crockett emerges in her book as both man and folk-hero—worthy to be both.

Aldren Watson's chapter headings and full-page illustrations are a happy inclusion. They complement the content delightfully. Boys and girls in the later-elementary grades will find in "Chanticleer" a hero, head and shoulders above the most colorful radio or television adventurer of the hour.

ESKIMO BOY. By Pipaluk Freuchen. Illustrated by Ingrid Vang Nyman. New York: Lothrop, Lee and Shepard Co., 419 Fourth Ave., 1951. Pp. 96. \$2. From the heart-breaking loss of his father, in the opening pages, to Ivik's proving himself as Man of the Family there is psychological intensity and dramatic appeal in this magnificent tale of life in the Arctic Regions.

Written by the daughter of an Arctic explorer, who grew up in Greenland, *Eskimo Boy* finds its great strength in its authenticity. Basically the plot centers in a stout-hearted boy's many attempts to provide his family—always on the ragged edge of starvation—with food. But over and above this is the inspiring theme of heroism in the face of the gravest of physical and emotional hazards. So effectively is the story plotted that the reader in the later-elementary grades will lend his energies to push Ivik on toward his goals.

Throughout, the story is presented admirably to sustain the suspense. The starkness of the boy's dilemma is heightened by the sensitively poetical quality of the prose style employed. *Eskimo Boy* is a distinctive, unusual, and impelling narrative.

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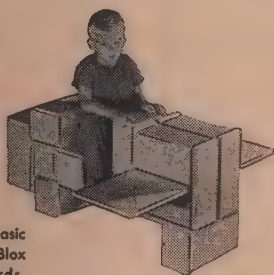
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Books for Teachers . . .

Editors, WINIFRED E. BAIN
and MARIE T. COTTER

GROWING INTO READING. By Marion Monroe. Chicago: Scott, Foresman and Co. 433 E. Erie St., 1951. Pp. 274. \$2.80. What is reading readiness? What can be done about it and how? Who can do it? Is it essential to a good reading program? Why? Thorough consideration of *Growing Into Reading* reveals the nature of reading readiness and dynamically drives home the responsibility of home and school.

Through carefully detailed analysis, Marion Monroe offers many practical and worthwhile suggestions for classroom use. She points the way for teachers and parents to recognize that a prereading program is essential in a satisfactory program for five- and six-year-olds. She also gives constructive help in ways teachers can be more effective in noting differences of individuals within groups and adjusting the prereading program so that each child receives the amount and kind of personal guidance he needs.

The organization of the book aids ready reference. Its use could lend increasing self-confidence to teachers in doing a more creative piece of work, enabling them to initiate a real experience program geared precisely to their own particular group of children each year.

Joint consideration of *Growing Into Reading* by teachers and parents could send their children off to a flying start!—Reviewed by ELEANOR CREANAN, first grade teacher, Rome, New York.

ELEMENTARY SCHOOL LIBRARIES TODAY. By the Dept. of Elementary School Principals. Washington, D. C.: Dept. of Elementary School Principals. NEA, 1201 Sixteenth St., N.W., 1951. Pp. 415. \$3.

It has been seventeen years since the Department of Elementary School Principals published a yearbook on elementary school libraries. According to the new 1951 yearbook, what that earlier work pleaded for has become impressive reality. Elementary school libraries today are demonstrating the indispensable nature of their service. They are being supported by administrators who know

that the education of children depends for its vitality on rich library facilities. They are being staffed by teacher-librarians alert to the potential power of their "materials centers" in strengthening the elementary curriculum.

The success of the whole elementary school library movement is apparent as one reads the 51 articles by superintendents, principals, teachers, and librarians which make up the yearbook. From the 260 articles originally submitted these have been chosen to give a "widespread sampling of present practices and beliefs, as a picture of what is going on in the elementary school library field in the United States today."

Lest we feel complacent about our progress, a few articles, like the provocative one by Lois Lenski, warn teachers of a lingering dependence on the textbook. She also warns librarians: "They (books) are not just to be neatly classified and left standing on a shelf. They are to be used until they are worn out."

There are scores of practical, stimulating ideas that anyone involved in library work with young people will welcome.

Many librarians and teachers will be encouraged to find that their own libraries successfully meet the challenge of the rich programs unfolded. Others will find solutions to problems with which they are now plagued, or the stimulus to experiment with workable, exciting ways of bringing children and books together.—M.T.C.

THE SCHOOLS AND NATIONAL SECURITY. Edited by Charles W. Sanford, Harold C. Hand, and Willard B. Spalding. New York: McGraw-Hill Book Co., Inc., 330 West 42nd St., 1951. Pp. 292. \$3.

The pages of this serious book are packed with terse suggestions for carrying on educational tasks in face of difficulties involved in maintenance of the democratic way of life. It is the product of joint study of present-day problems by teachers, parents, pupils, administrators, school board members, supervisors, and college professors in the State of Illinois carried on under the auspices of the Office of the Superintendent of Public Instruction.

The book is based on the thesis that the threat to our national security is very real and may be of long duration. In resisting it we need to build up our internal strength and establish strong friendly relationships with other peoples who are or may become our allies. To accomplish these things, our people

ust understand *why*; they must be unified in their dedication to the task of doing what must be done. They must be healthy and vigorous, possessing knowledge, wisdom, and skill. This means that our schools must be strengthened and our population better educated than it is now.

Applying this thesis to the work of the schools, the authors have considered virtually every phase from preschool through secondary level. Much of the program they outline is essential for good education at any time. In addition, certain practices are recommended to meet the needs created by the insecurity existing at present. For example, it is estimated that there will be 25,000,000 employed women in the United States when mobilization is in full force. Many of them will be mothers of young children needing child-care centers properly financed and administered under the auspices of the schools. In this instance, as in other emergency measures such as air raid drills and mobilization of youth, the welfare and education of children and youth in our society are given sane consideration.

School people will want to use this book

to stimulate thinking about their problems. It will not tell them the exact procedures for solving them. But it will furnish a basis for discussions and support for forward-looking plans for schools.—W.E.B.

FATHERS ARE PARENTS, TOO. By O.

Spurgeon English and Constance J. Foster.
New York: G. P. Putnam's Sons, 2 W.

45 St., 1951. Pp. 304. \$3.75. In this much needed handbook for fathers, subtitled *A Constructive Guide to Successful Fatherhood*, a timely warning is sounded against fathers reducing themselves to their biological and economic functions. There is excellent advice on how fathers may make positive contributions in areas ranging from that of the all-important establishment of security in the child to helping to explain menstruation to a daughter. The approach is that of the psychiatrist, and there are valuable gleanings from the field of psychiatry.

Much that might be questioned as the product of Freudian dialectic is at least stimulating. It is unfortunate that hypothesis—and some of it wild hypothesis at that—is pre-

(Continued on page 436)

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Books for Teachers

(Continued from page 435)

sented as gospel. There are incredibly naive assumptions from case histories and patently absurd interpretations of literature given in substantiation of Freudian theory, from which it is apparent the investigator knew what he was going to find before he looked. Plato's account of our remembrance of a previous incarnation is every bit as valid as the idea presented here that our utopian thoughts and writings represent a longing for a return to the womb. Notwithstanding, the main guides are very helpful, and when it comes to protecting and nurturing the evolution of the individual, the book is definitely on the side of the angels.—Reviewed by ROBERT MEREDITH, *Wheelock College, Boston.*

EDUCATING THE RETARDED CHILD.

By Samuel A. Kirk and G. Orville Johnson.
Boston: Houghton Mifflin Co., 2 Park St., 1951. Pp. 434. \$3. This book will be of interest to teachers, administrators, psychologists, pediatricians, social workers, and vocational guidance persons.

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Part I deals with the classification, etiology, identification, and diagnosis of mental retardation in children. It is based on recent research studies.

Part II deals with modern educational procedures. While educators may not agree with some of the theoretical discussion or with some of the experimental results, this section should serve to challenge further experimentation and research.

Part III describes and interprets "Special-Class Programs." The discussion concerning a "Preschool Program" is forward looking and in keeping with modern trends. Unfortunately, the discussion concerning "A Primary Program" does not build on the background developed. The material on a "Secondary-School Program" is a "must" reading for all administrators and teachers working on the secondary level.

Part IV treats "Special Teaching Procedures." The discussions concerning the teaching of reading, spelling, writing, arithmetical concepts, the practical arts, and social adjustments should contribute toward making school life happier, more vital and satisfying for retarded children.

The book together with its excellent references and selected annotated bibliography should prove valuable to all persons working in this area of the educational program.—by MARTHA SEELING, *Wheelock College.*

CULTURAL GROUPS AND HUMAN RELATIONS. Edited by Karl W. Bigelow, *Conference on Educational Problems of Special Cultural Groups.* New York: Bureau of Publications, Teachers College, Columbia University, 525 W. 120 St., 1951. Pp. 214. \$2. During the past decades we

have learned that merely political or disciplinary regulations among nations, groups, and individuals are ineffective, unless they are in agreement with the lasting motivations in the soul of man, especially his desire for affiliation and self-esteem. If this desire is rebuffed, hostility develops and human beings who could be friends turn into enemies.

Cultural Groups and Human Relations is a symposium of twelve experts who have studied or handled human relations either as scholars such as Gordon Allport, or as administrators such as the Sudanese Ali Taha, or as political representatives such as Eleanor Roosevelt. Other contributors are Edmund deS. Brunner, Allison Davis, Laurence DeFee Haskew, Charles S. Johnson, Ernst G. Malherbe, Ralph

E. McGill, Margaret Read, Muzafer Sherif, Alvin Zander.

Deep human sympathy speaks out of all these lectures. At the same time, there is no false sentimentality. It is fully acknowledged that human beings will have to struggle hard if they want to exist and mature. In many parts of the world they have even to fight against cruelty on the part of both ruthless men and untamed nature. The educational problem is not to sneak around the difficulties but to learn how to face them wisely and boldly.

There is considerable agreement among the contributors that so far the science of human relations has not given us the instruments and techniques to master the problems inherent in the contacts and tensions between men and men. There is nothing in this book of the arrogance of would-be "human engineers" who involuntarily contribute to the spread of totalitarian attitudes even in democratic civilizations by conjuring up before our eyes the blessings of a "scientifically" managed society.

Yet, it is that very mixture of experience and modesty which gives the feeling that statesmen and educators who read this book

carefully would at least learn how to avoid the terrific mistakes in the handling of human affairs from which mankind has suffered since the beginning of social organizations.—Reviewed by ROBERT ULICH, *Harvard University*.

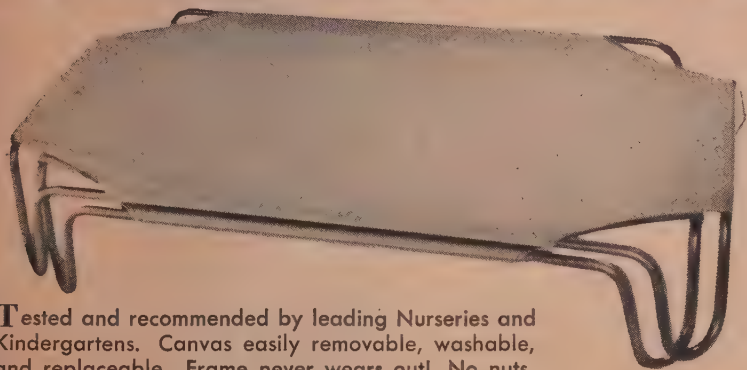
EVALUATION AND THE ELEMENTARY CURRICULUM. By Harold G. Shane and E. T. McSwain. New York: Henry Holt and Co., 257 Fourth Ave., 1951. Pp. 477.

\$3.90. This book is designed for teachers, parents, and administrators to use as a resource in efforts to evaluate and improve the opportunities which their local public schools provide for children. Vast fields of developing knowledge are still to be explored, as the authors indicate, but from this book school workers and parents can take bearings.

The underlying philosophy indicates that as children and adults participate in the broadly conceived evaluation process, desirable changes in thought and action will emerge. These changes make for good citizenship in a democracy—desirable changes in ideas, values, attitudes, and skills to be used by tomorrow's citizens.

(Continued on page 438)

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Books for Teachers

(Continued from page 437)

Caution is expressed not to take the book as a ready-made master plan (it will fit no situation exactly) but as a starting point from which children, parents, and teachers can begin to create goals uniquely suited to their purposes.

The authors reveal critical insight into some of the most sensitive, crucial, and controversial areas of American education. They know that an effective educational program takes into account both children's needs and interests, and the requirements of the democratic society. Both are given attention in the educational design of their evaluations.

This is an important book, timely and excellent. It is written with balance, insight, and clarity of expression. The research references, the recommended readings at the close of each chapter, and the appendixes including an annotated bibliography of evaluation instruments and related material add to its distinction as an outstanding book in the field of present-day education.—Reviewed by MARTHA SEELING.

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Bulletins and Pamphlets

Editor, MAY I. YOUNG

IMPROVING COLLEGE INSTRUCTION

Edited by Fred J. Kelly. Washington, D. C. American Council on Education, 1785 Massachusetts Ave., N.W., 1951. Pp. 200.

\$1.75. This bulletin is a report of a conference sponsored by the American Council on Education and the U.S. Office of Education. It should be a "must" for every teacher seeking answers and solutions pertinent to the improvement of instruction.

This is a very straightforward and illuminating report of the proceedings of a conference of college faculty members and administrators. In it is to be found a challenge for every group and every individual concerned with education. When an institution, whether it be a college or an elementary school, subjects its instructional procedures to such questions as recorded here, the results must challenge the thinking of the members.

What are some of the important objectives of education? How much attention needs to be given—to the psychology of the learning process? the difficulties in ability among students? the variations in the kinds and degrees of motivation? the range in the quality and quantity of the previous educational experience of students? What is the student's responsibility in evaluating his own progress? How can institution-wide services be most effectively integrated into the teaching program? How can one measure the intangibles which are so important in successful teaching? What are the important conditions favoring faculty growth?

Discussions recorded in this report are charged with such food for thought as the following:

"Each faculty member and each department should be asked to review the content and methods used in every course from two points of view—from the point of view of the relevance of the academic material to the interests, needs, and abilities of the students; and from the feelings and attitudes which the faculty member is creating by the material and the method by which he is teaching."
—Reviewed by LAURA HOOPER, School of Education, University of Pennsylvania.

HELPING CHILDREN TALK BETTER. By Charles Van Riper. Chicago: Science Research Associates, 57 W. Grand Ave., 1951. Pp. 49. 40¢. It is unusual and refreshing

to find a booklet packed with valuable information, presented in an entertaining style with an absence of technical vocabulary as this is. Yoshiko Ozone emphasizes the text with his delightful illustrations.

Dr. Van Riper's experiences as director of the Speech Clinic at Western Michigan College make him well qualified to guide others in planning a program for aiding speech development. Observation of young children, as well as research, have preceded the writing.

A brief presentation of the normal development of speech from birth informs parents of the various stages. Emphasis is placed upon teaching speech as it accompanies the natural activities and interests of the young child at various levels of growth.

Parents and teachers may blush as they recognize errors they have made in their well-meaning attempts to help Junior, but they will welcome the very practical suggestions for preventing a repetition of such errors. No specialized training is necessary to carry on this program. It should begin in infancy and continue as long as necessary.

If all parents and teachers would read this booklet they could prevent many speech defects with their concomitant emotional and social penalties. Thus they would restore to those they have helped "the happy childhood they deserve."—Reviewed by MARGARET McCausland, special assistant in charge of speech correction, Philadelphia Public Schools.

ART IN OUR SCHOOLS. *The National Elementary Principal*. Washington, D. C.: Department of Elementary Principals, 1201 16th St., N.W., April 1951. Pp. 48. 50¢.

The many writers represented in this copy of *The National Elementary Principal* offer suggestions on every phase of good art programs. Emphasis is put upon the importance of considering art as one phase of the total living experience. Art in classroom arrangement, in personal appearance, in ability to make changes around the school—these all become a part of school curriculum.

The angle of art as self-expression is also given consideration. Viktor Lowenfeld brings out that it is the opportunity for the child to use his own independent thinking and to try out his own ideas that is important.

Inservice workshops, community art re-

sources, home and school committees, and evaluation programs are some of the many topics included in this very comprehensive pamphlet.—Reviewed by EARL B. MILLIETTE, director, Division of Fine and Industrial Arts, Philadelphia Public Schools.

THE ROLE OF THE PARENT IN THE EDUCATION AND TRAINING OF THE MENTALLY SUPERIOR CHILD. Kent, Ohio: Kent State University, 1951. Pp. 44. 50¢.

When parents and teachers work closely together on a project, the results are usually well-worth special consideration. Under headings such as emotional adjustment, human relations, hobbies, language and creative expression, the authors of this pamphlet outline clearly and fully how children develop at different age levels, and suggest the activities which allow maximum growth.

Teachers and school administrators please note! While addressed particularly to parents, this report is of value to all of us who are attempting to make provision for the superior child in our classrooms. Indeed, every teacher will find here some suggestions for use with children of all ability levels.—M.I.Y.

TEACHING THE SLOW LEARNER. By W. B. Featherstone. New York: Bureau of Publications, Teachers College, Columbia University, 1951. Pp. 118. 43¢. There are two

widely divergent ideas about the education of slow learners. One group believes that, with skillful instruction and plenty of time, the slow learner will "catch up." The other group believes that, if the slowness is due to lack of native capacity, he will not catch up. Educators who hold the first view have merely the task of slowing up the teaching to suit the speed of the learner. Those who hold the second view (and Dr. Featherstone shows that he does) have the more difficult task of finding curriculum content and methods of making subject matter and activities more meaningful to the individual.

In revising his pamphlet, Mr. Featherstone has included material found very helpful in the earlier edition. He has also written a chapter on how the junior and senior high schools may care for their slow students. Since the problem is becoming more acute—or better understood at this age level—this portion of the 1951 edition is of particular value.—Reviewed by HANS C. GORDON, director, Special Education, Philadelphia Public Schools.

Films Seen and Liked . . .

ACEI Film Review Centers

Film Review Centers and Chairmen

Canada: Dorothy Millichamp, University of Toronto, Institute of Child Study.

Great Lakes Region: Alberta Meyer, St. Louis, Mo.

Great Plains Region: Mayme A. Sweet, Denver, Colo.

North Atlantic Region: Ruth Dolton Tomlinson, Churchville, Pa.

Pacific Coast Region: Ruth Newby, Pasadena, Calif.

Southeast Region: Inez Bates, Greenville, S. C.

Southwest Region: Cora Martin, University of Texas, Austin, Texas.

IT'S FUN TO READ BOOKS. *Produced by Coronet Films, Coronet Bldg., Chicago, Ill., 1951. Black and white, \$50; color, \$100. Sound. 10 min. Elementary through junior high. Alice Lohere, asst. professor of library science, University of Illinois, educational consultant.* In the setting of a school library, pupils reveal the pleasure they get in reading various kinds of books: books of far away places; books that give answers to questions; books that describe interesting experiences and fascinating adventures. Also developed in the film are the correct way to open a new book and the means people have for getting books through libraries, book stores, and friends. Useful as a means of orienting pupils to a new library situation, the film is appropriate for pupils in grades four through the junior high school. The photography and the sound track are good.—*Great Plains Film Review Center.*

WHISTLE IN THE NIGHT. *Produced by the American Association of Railroads, 1951. Black and white. Sound. 15 min. Films available for free loan from United World Films, Inc., 1445 Park Ave., New York, 542 S. Dearborn St., Chicago, and 7356 Melrose Ave., Hollywood, Calif. For elementary grades and above.* This film is a dramatic portrayal of the railroad train as it functions in modern society. Included in the development of the film is a succession of shots showing the engineer at the throttle, the fireman stoking the boiler, children asleep in

their berths, meal preparation in the stainless steel kitchen, postal clerks sorting and sacking mail, bundles of mail shuttled into railway stations and post offices, operations of the control tower, the turn table, and various safety measures.

Because of its vivid portrayal, all age groups would probably enjoy the film and be thrilled by its dramatic impact. Teacher wishing to develop concepts about transportation and about railroading in particular would want to use many other supplementary materials—*Great Plains Film Review Center.*

STORY OF MAPLE SYRUP. *Produced by Michigan University, Audio-Visual Education Service Center, Extension Service, Ann Arbor Mich., 1951. Color, \$75; rent, \$3. Sound. 9 min. Elementary through junior high school.* Produced in technicolor, the film is beautifully developed around the seasonal changes in the maple sugar groves of New England. Because of its simple, step-by-step description of maple sugar processing, the film might well be used in any grade above the third. Schools using the Alice and Jerry books, *Neighbors on the Hill* and *Run Away Home* will find this film very useful as supplementary material.—*Great Plains Film Review Center.*

AGES AND STAGES SERIES. *Produced by Crawley Films Inc., Ottawa. Purchase in USA through McGraw-Hill Book Company, Text-Film Dept., 330 West 42nd St., NYC. Rent \$6 from National Film Board of Canada, 400 West Madison St., Chicago. Commissioned by Department of National Health and Welfare, Ottawa, Canada. C. G. Stoddill, M.D., consultant. For parents, teachers, all who work with children.* "He Acts His Age." 1949. *Black and white, \$60; color, \$120. 15 min.*

"The Terrible Twos and the Trusting Threes." 1950. *Black and white, \$80; color, \$160. 22 min.* This series is designed to present a group of children as they grow. "He Acts His Age" depicts children from infancy to adolescence in an outdoor setting, playing together, alone, and with their families. Their activities demonstrate that children go through various stages of development and that adults need to be aware of the average pattern of physical and emotional growth. It poses no problems but stresses that only when we understand children can we help them.

"The Terrible Twos and the Trusting

"threes" is a study of child behavior at two and three years, showing what we may expect at these ages, and suggesting how parents can handle constructively the problems they present. We see a group of children, first at two years and then at three years, active on the playground, in the nursery school, and at home. Supervised play provides development of physical skills, sensory impressions, and ability to get along with others. In the home a mother deals constructively with a number of the usual problems of younger children and demonstrates the value of a program and environment suitable to the child's stage of development.

A film of these children at four and five will be released next.—Reviewed by MRS. D. M. DOUGLAS, *Parent Education Division, Univ. of Toronto, Institute of Child Study, Canadian Film Review Center.*

CHILDREN OF AMERICA SERIES. Set 1. *Produced by Young America, 18 E. 41st St., N. Y. Color. \$30 set. \$6 each. Average 45 frames. For intermediate and junior high.* Each filmstrip is an original dramatic story of a fictional boy or girl who lived during an important period of America's early history. The stories are colorful and dramatic and would help fill children's love of adventure. Good vocabulary development, humor, and variety are presented in exchange of conversation.

The films help children identify themselves with history as the historic events come to life through the eyes of children. They should stimulate further reading in these areas.

The six films in this series are: "An Indian Adventure" which deals with Ottawa Indians in 1730; "Washington Invaded" and the burn of Washington in 1812; "Silver Spurs in California" or the Spanish in California in 1826; "Lost in Penn's Woods" and the Quakers of Pennsylvania in 1683; "The Last Delegate" at the Philadelphia Convention in 1776; and "The Boston Tea Party."—*Great Lakes Film Review Center.*

SAFETY IN THE HOME. Produced by Encyclopedia Britannica Films Inc., 1150 Wilmette Ave., Wilmette, Ill. 1951. Black and white, \$60. Sound. 14 min. For third grade through junior high. Herbert J. Stack, collaborator. A good film to use with the guide about safety in the home. The safety hazards chosen are appropriate and familiar ones. Stress has been placed on the

positive treatment of them through an interesting check list device arranged by Susan and her brother. These children clearly demonstrate the important message to be gleaned from the film which is to have children go home and with their families check the danger spots in their own homes.—Reviewed by RUTH TOMLINSON, *North Atlantic Film Review Center.*

ANIMAL HOMES. Produced by Curriculum Films, Inc., 10 East 40th St., N. Y. 1950. Color. \$20.10 set. \$3.50 each. Six filmstrips. Average 25 frames each. For intermediate. Includes one strip on each subject of "Nests," "Caves," "Burrows," "Hollow Trees," "Lodges," and "Insect Communities."

ANIMAL PROTECTION. Produced by Curriculum Films, Inc., 10 E. 40th St., N. Y. 1950. Color. \$16.75 set. \$3.50 each. Five filmstrips. Average 25 frames each. For intermediate. Includes one strip on each subject of "Body Covering," "Protective Coloring," "Using Protective Coloring," "Protective Weapons," and Protective Behavior."

These two series are illustrated by various artists. These filmstrips are designed for science and nature study and undoubtedly motivate reading and research in the intermediate grades and junior high school. Particularly interesting is the filmstrip "Nests" which explains the different types of nests, different materials used and why different locations are used. Equally appealing but for more mature minds is "Protective Coloring," stressing its importance for animals without other means of defense. Wherever possible North American animals are used as examples. Teachers' manuals accompany the filmstrips.—Reviewed by RUTH TOMLINSON, *North Atlantic Film Review Center.*

STORIES ABOUT PETS. Produced by Curriculum Films, Inc., 10 E. 40th St., N. Y. 1950. Color. \$20.10 set. \$3.50 each. Six filmstrips. Average 25 frames each. For kindergarten and primary. Filmstrip titles are: "Mama Cat's Babies," "The Curious Kitten," "Whitey's Big Day," "The Lost Hamster," "Andy's Raccoon," and "Too Many Pets." Photographed by Bill Gottlieb. The pictures are excellent for motivating storytelling, for enriching experiences, for developing powers of observation, and for showing good care of pets. The captions make interesting reading.—Reviewed by RUTH TOMLINSON, *North Atlantic Film Review Center.*

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